

# INSPECTION REPORT

## **All Saints Primary School**

West Gorton

LEA area: Manchester

Unique reference number: 105480

Headteacher: Mrs S Barrow

Lead inspector: Mrs M McNaughton

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> November 2003

Inspection number: 255392

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	232
School address:	Endcott Close West Gorton Manchester
Postcode:	M18 8BR
Telephone number:	0161 2239325
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev M Williams
Date of previous inspection:	17 <sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

This is an average size school in an area of urban regeneration. The majority of children have well below average skills on entry to nursery. The proportion of pupils entitled to free school meals (61 per cent) is very high. Pupil mobility is high. The majority of pupils (77 per cent) are of white, British origin. Other ethnic backgrounds include mixed, Pakistani, Asian, Black, Chinese and European. The predominant languages for the 16 children whose mother tongue is not English are German, Cantonese, Greek, Czechoslovakian and Swahili. These children are at an early stage of learning English and receive additional support and teaching in their mother tongue. A small number of traveller children attend the school. The proportion of pupils identified as having special educational needs has risen to 19.8 per cent, which is above the national average, and four pupils have a statement of special educational need.

The school is part of a networked learning community<sup>1</sup> with other primary schools and a local sports college. Very recent membership of the University of the First Age provides a focus on learning and achievement. Excellence in Cities<sup>2</sup> funding provides four learning support mentors working across the school, one of whom has specific responsibility to improve attendance.

At the time of the inspection the headteacher had been in post for one term and the deputy head had been in post for eight weeks. There were two temporary teachers, a teacher returning from twelve months absence and a specialist practitioner supporting nursery developments.

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<sup>1</sup> A group of local primary and secondary schools working together

<sup>2</sup> Government funding for inner city schools to raise attainment

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1926	Mrs M McNaughton	Lead inspector	Foundation Stage Science Music Citizenship
9146	Mr M Brennand	Lay inspector	
16971	Mr R Hardaker	Team inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
27777	Mr R Greenall	Team inspector	English Geography History Religious education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **improving** school with many good features which provides **satisfactory** value for money. The school has the capacity to improve further because of the effective leadership of the new headteacher. Standards are well below average at the end of year 6, but from a low starting point, pupils achieve satisfactorily during their time at school. Overall teaching is good but there are some areas of weakness. Governors are active and well informed and this contributes to the effectiveness of the school.

#### The school's main strengths and weaknesses are:

- Leadership and management of the headteacher are very good and supported well by the deputy head and governors
- There is good provision for the inclusion of children with specific difficulties and those from minority backgrounds; these pupils achieve well
- Very good relationships create a positive climate for learning supported by the very good links with parents
- Standards in English, mathematics and science are not high enough
- The provision for information and communication technology (ICT) is good and pupils achieve well
- The quality of teaching varies in years 4 and 5 but it is good in years 3 and 6 enabling pupils to achieve satisfactorily
- Attendance is too low and punctuality is unsatisfactory

The school has made satisfactory progress since the previous inspection and dealt with most weaknesses identified. The governing body is actively involved in decision-making and the school improvement plan is now firmly in place. Unsatisfactory accommodation has temporarily been resolved for junior classes but the space for reception, year 1 and 2 pupils remains unsatisfactory. Leadership roles of subject co-ordinators still require further development. Staffing difficulties have only just been resolved and pupils have made insufficient progress in years 3, 4 and 5. Standards therefore have been in a period of decline. The appointments of a new headteacher and deputy have significantly strengthened the strategy to tackle the low standards. Weaknesses in curriculum planning and assessment have recently been addressed. Teaching has greatly improved in the infant classes but teaching in junior classes is weaker.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of <b>Year 6</b> , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E*	E	C
mathematics	E	E	E	A
science	D	E*	E	C

*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.*

*The E\* in the table above indicates that standards were very low and in the bottom 5% of schools nationally in 2002.*

Children enter nursery with well below average attainment, particularly in speaking and listening and social skills. The children make good progress so that by the end of reception more than half achieve the levels expected by the time they start year 1.

In years 1 and 2 pupils achieve well and make good progress from the low starting point. However, standards in year 2 are well below average in reading, writing and below average in mathematics. Boys do not do as well as girls and this picture continues in the juniors.

Pupils in year 6 achieve satisfactorily but standards are well below average in English and below average in mathematics and science. Uneven progress in years 4 and 5 due to staffing problems affect the standards achieved. There is evidence of improvement this term. Slow development in pupils' speaking and writing skills affect their attainment in all subjects. The high mobility of pupils is a further factor in the low standards. Standards are average in ICT, music and religious education (RE).

Pupils' personal qualities are **good**. Their behaviour and attitude to school are good. The majority of pupils show respect to one another but on occasions the behaviour of a few pupils is unsatisfactory. Most pupils are keen to take responsibility. Spiritual, moral, social and cultural development is good overall. The level of attendance is **poor** and punctuality is unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. A strong feature is the **good** care, welfare and support for the pupils. The curriculum is well planned. The much extended range of extra curricular activities makes a **good** contribution to pupils' personal development and to their attitudes to learning and school.

Teaching and learning are **good** overall. Teaching is consistently good in nursery, reception and years 1 and 2. There are examples of very good and excellent teaching in literacy and numeracy. In junior classes teaching is more varied particularly in years 4 and 5. Learning slows when time is lost managing behaviour and pupils' interest fades. Across the school, literacy and numeracy skills are not used well enough in other subjects and this impacts on standards overall. Good teaching assesses pupils' knowledge well, plans challenging tasks, asks effective questions and praises successes.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good**. Leadership has given a sense of purpose and direction to the efforts for improvement. The governors are well informed and actively involved. Management is effective and the school runs smoothly. The commitment of staff creates good morale and team work resulting in a very positive ethos for learning.

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

The overwhelming majority of parents are very pleased with the school. They are strongly appreciative of the dramatic improvements since the summer term. They also think teaching and support for their child's learning is good. A small minority of parents have concerns about behaviour. The occasions when behaviour is unsatisfactory are dealt with firmly and fairly. Pupils' views are generally positive. They enjoy their friends, like their teachers and like being at school. A minority of older pupils think children do not behave well. They are right about a small number of pupils in some lessons.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics and science
- Improve the overall quality of teaching in junior classes
- Raise levels of attendance and improve punctuality

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

From a very low starting point the achievement of children in nursery, reception and years 1 and 2 is **good**. Pupils' achievement in years 3 to 6 is inconsistent. Previously, very little progress has been made in years 3, 4 and 5. This is improving with more stable staffing. By year 6 pupils achievement is **satisfactory**. Standards are **well below average** in English and **below average** in mathematics and science. They are **average** in information and communication technology (ICT), music and religious education (RE).

#### Main strengths and weaknesses

- The achievement of pupils with special educational needs and English as an additional language is good
- Standards by year 6 are not high enough
- Pupils in years 4 and 5 do not make sufficient progress to reach the levels expected for their age
- Speaking and writing skills are poor and the majority of pupils do not use their number skills well in other subjects

#### Commentary

1. Children enter nursery with well below average attainment overall. They make good progress and achieve particularly well in their personal and social development, speaking and listening and mathematical development. The children continue to achieve well in reception. Assessment at the end of reception in 2003 showed more than half of the children met, and a few exceeded, the early learning goals<sup>3</sup>. This good start to school is a key factor in the rapidly rising attainment in year 1.

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

Standards in:	School results	National results
reading	12.4 (13.5)	15.7 (15.8)
writing	12.8 (13.5)	14.6 (14.4)
mathematics	13.3 (15.0)	16.3 (16.5)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

2. At the end of year 2 national test results have been very low over the last three years. Nevertheless test results have improved at a greater rate than in other schools. The inspection found standards to be well below average in reading and writing. Variations in the proportion of pupils with special educational needs in different year groups account for the difference between test results. Boys generally do not achieve as well as girls. Boys' poorer speaking and listening and attention skills slow progress. Standards are below average in mathematics and science. However, a higher proportion of pupils are working close to or at expected levels in these subjects. This rapid improvement reflects good achievement as a result of stable and effective teaching in years 1 and 2.

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<sup>3</sup> Early learning goals are the levels expected for children by the start of year 1

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

Standards in:	School results	National results
English	23.8 ( 22.6 )	26.8 ( 27.0 )
mathematics	25.6 ( 25.2 )	26.8 ( 26.7 )
science	25.6 ( 24.2 )	28.6 ( 28.3 )

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

3. In English, mathematics and science, test results at the end of year 6 have improved more slowly than in other schools over the last three years. The teaching of pupils in ability groups for additional literacy and numeracy support, and the support from local authority literacy and numeracy consultants improved results in 2003. A small proportion of pupils achieved the higher level 5.
4. The inspection findings in English are similar to test results. The continuing slow development of speaking and writing skills throughout years 3 to 6 limits pupils' achievement, particularly boys. Standards in mathematics and science are slightly better than test results and pupils' achievement is satisfactory. A more stable learning experience and effective teaching in year 6 is a factor in the improving standards. In mathematics pupils rely less on their reading and writing skills and as a consequence achieve more. However, there are limited opportunities for pupils to practise number skills in other subjects. This slows the rate of progress. Weaknesses in subject vocabulary and enquiry and investigation skills limit progress in science. Pupils achieve well in ICT and develop a good range of skills and knowledge, particularly when working in the well-appointed computer suite. In RE pupils achieve appropriately. Their understanding of Christianity and world faiths is sound.
5. Generally, in years 3 to 6, the proportion of pupils working below levels expected for their age is significant. In years 4 and 5 pupils' achievement is unsatisfactory. This is improving but has not yet worked its way through to raising standards. Barriers to progress are:
  - staff long term illness covered by temporary teachers over the last two years resulted in inconsistency of planning and unsatisfactory management of pupil behaviour. There is better adherence to school policies this term but there has been little time to redress the problem.
  - until recently, cramped space in the junior open plan area delayed the adoption of the literacy strategy and the teaching of intervention programmes. These programmes are now in place, and are effective strategies to tackle the underachievement. Quiet space remains problematic.
  - the number of pupils joining junior classes during the year is high and a factor in the well below average 2003 results.
6. Pupils with special educational needs receive consistently good support and guidance in class and in small groups. Good assessments and clear targets enable them to achieve well. Pupils for whom English is an additional language achieve well because of specialist support in their mother tongue and carefully planned work. Learning mentors appropriately support traveller children where needed. These pupils achieve as well as other pupils of similar age and ability.

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

In spite of **good** procedures for monitoring and improving attendance the overall level is **poor**. The attitudes and behaviour of the majority of pupils are **good**. The provision for moral development is **very good** and social development is **good**; spiritual and cultural development is **satisfactory**.

### Main strengths and weaknesses

- The systems for monitoring and improving attendance are effective
- The development of a strong moral and social code fosters a sense of teamwork and community
- Behaviour is managed positively but a lack of pace and challenge in some lessons results in unsatisfactory behaviour from some pupils
- Attendance levels are poor and punctuality is unsatisfactory

### Commentary

7. Attitudes and behaviour in the school are good. Assemblies about teamwork, remembering to behave well and treating people with kindness are central to the way in which behaviour is managed. Easily understood rules and regular routines result in a generally calm and orderly school where pupils gain maturity as they get older. There are occasions when the pace and challenge in lessons is unsatisfactory. Consequently, some pupils quickly lose interest and become disruptive.
8. School councillors and buddies<sup>4</sup> take their responsibilities seriously. Pupils have great respect for the way the school looks after them. Children are keen to get involved in school life. Their ambitions for the future demonstrate a desire for success.

### Attendance

*Attendance in the latest complete reporting year (91.9%)*

Authorised absence		Unauthorised absence	
School data	5.7	School data	2.3
National data	5.4	National data	0.4

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

9. Attendance at 91.9 per cent for the year ended 2002/03 is poor. Punctuality is unsatisfactory with a hardcore of children who are persistently late. The school has done everything possible to encourage children to attend regularly. However, improvement has been hampered by frequent changes of education welfare officers whose short terms of office limit the impact they can have. There have been no recent exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education because of good teaching and an effective curriculum. The good care and support for the pupils and the very good relationships with parents make a significant contribution.

### Teaching and learning

Teaching and learning are **good** overall.

#### Main strengths and weaknesses

- Teaching is strong in reception and years 1 and 2 so pupils achieve well
- Teaching assistants and learning mentors<sup>5</sup> support pupils' learning very well
- Teachers use their knowledge of what pupils can do to plan effectively to meet their needs but marking does not always help pupils to improve their work
- Learning for pupils in years 4 and 5 has been disrupted and teaching is inconsistent

<sup>4</sup> Buddies are pupils from junior classes who befriend pupils at the school

<sup>5</sup> Learning mentors provide counseling and support for children with emotional and behavioural difficulties

### Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	6 (15%)	22 (56%)	8 (21%)	2 (5%)	0 (0%)	0 (0%)

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

### Commentary

- Teaching in the nursery, reception and years 1 and 2 is consistently good. In a third of lessons teaching was very good or excellent. There are particular strengths in the teaching of literacy and numeracy and this has a significant impact on the pupils' good achievement. This is a marked improvement on the last inspection. Good subject knowledge, effective planning and creative and imaginative methods stimulate children's interest. For example, the use of puppets in nursery coaxes reluctant speakers to participate in the activity. Teaching in the junior classes is weaker than found at the last inspection. A factor in this decline is the number of temporary teachers covering long term absence. Unsatisfactory teaching by temporary staff last year in years 3 and 4, and in some lessons seen in the inspection in years 4 and 5, has contributed to the poorer attitudes of these pupils. Consequently not enough is achieved. Although teaching is mainly satisfactory in these classes, pupils' previous poor learning and unsatisfactory work habits are slow to improve. Pupils do not always concentrate and they find difficulty working in pairs or small groups. Effective counseling by learning mentors integrates pupils very well. Better teaching in years 3 and 6 consolidates and accelerates pupils' learning. The expertise and very good role model of the non-class based deputy head is impacting significantly on the progress of pupils, particularly in years 3 and 6. For example, team teaching in year 3 and teaching groups of more able year 6 pupils for literacy and mathematics are effective approaches to raise standards.
- During lessons teachers effectively question pupils and gain an understanding of what they know. Subsequently challenging tasks are planned so that the majority of pupils improve quickly in their learning. The marking of completed work is weak. A good example in year 6 not only states how well pupils have done but also asks questions and suggests ways to improve. However, approaches across the school are inconsistent and pupils do not act on the teachers' comments. As a result progress is slower than it might be.
- Good support for pupils with special educational needs is based on careful planning and good teamwork between teachers and teaching assistants. Provision for small withdrawal groups in the special needs bay with a specialist teaching assistant increases the rate of progress made by the pupils.
- Regular expert assessment and guidance provided by specialist staff from the local authority ethnic minority and traveller children services enable teachers to give sensitive care and support to these pupils. Teaching in pupils' mother tongue greatly improves the progress made by children at the early stages of learning English.

### The curriculum

The curriculum has **good** breadth and balance, and is enriched by a good variety of popular learning opportunities outside the school day. Good levels of staffing and resources enable the curriculum to support the full range of pupils' needs.

### Main strengths and weaknesses

- Strong commitments to ensure all pupils have equal access to the many clubs and activities that run outside the school day
- Support for pupils who have special educational needs and for those whose mother tongue is not English is consistently good
- Too little provision is made for pupils to learn from visitors and educational visits

- Not enough is done to develop and use links between subjects

### Commentary

14. The school has strengthened its strategy for teaching literacy and numeracy. Much improved teamwork and resources support these developments well. As a result, the school is in a stronger position to raise standards.
15. A greatly extended range of extra curricular activities also makes a good contribution to pupils' personal and social development as well as to their attitudes to school and learning. The well run breakfast club and after-school club are two particularly effective examples. Enthusiastic staff and friends of the school run twelve other extra curricular clubs. These cover a good variety of interests and skills in music, art, technology, games, sports and recreational pursuits. The interest generated and success is evident as almost every pupil attends at least one club each week.
16. The school has made little use of visitors and even less use of educational visits to enhance learning in areas such as science and the humanities, restricting pupils' development. Good improvements are planned for all year groups. For example, year 2 pupils will visit the Mosque and a year 6 residential geography field trip is planned for the spring term.
17. Provision for pupils with special educational needs is good, and better than at the time of the previous inspection. The development of provision for pupils who have recognised gifts or talents is at a very early stage and remains a challenge facing the school.
18. The curriculum gives due emphasis to developing basic skills in literacy, numeracy and ICT. Poor learning skills across the curriculum, particularly in spoken and written language for many junior pupils, obstructs their learning in all subjects. The school is not yet using the curriculum effectively to tackle this important issue.

### Care, guidance and support

The arrangements for the care, safety and welfare of pupils are **good**. Provision for support, guidance and monitoring is **good**. The way in which the school involves pupils through seeking their views is **satisfactory**.

### Main strengths and weaknesses

- Staff take time to listen to pupils' needs and give support when it is needed
- Systems for rewards to promote personal development are good
- Risk assessments are not formally documented

### Commentary

19. Many pupils have emotional and behavioural problems and their needs are catered for well. The school provides a safe and secure environment in which the boundaries are clearly set and behaviour is managed fairly. The recent thorough review of pastoral care, and particularly behaviour management, involving all staff has resulted in an effective change of emphasis. As a consequence pupils' self-esteem is successfully being raised because adults recognise and praise good acts and apply sanctions when behaviour is unacceptable. Adults effectively support pupils' emotional development by acting as good listeners and role models.
20. Although there are no formal arrangements for monitoring personal development staff intuitively monitor pupils on a daily basis and take appropriate action. For instance, talking to a child about an aspect in which they may be having difficulties or, where necessary, informing parents. The school has a good system of rewarding non-academic achievement through:
  - 'super saints' weekly award certificate to each child at a celebration assembly
  - lunchtime supervisors' gold awards to pupils who either behave well or demonstrate acts of kindness and maturity. This award is keenly contested and it has the dual benefit of improving lunchtime behaviour whilst also giving lunchtime supervisors more status.

21. Arrangements for health and safety have improved considerably since the new headteacher's arrival with good systems now in place for recording accidents, ensuring safe procedures in the event of a fire and first aid. Risk assessments are carried out appropriately but there are insufficient details of the outcomes.

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

Links with parents are **very good**, with the vast majority of parents saying how happy they are with the school. Links with the community are **satisfactory**. Links with other schools and colleges are **good**.

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

- Parents are involved in, and kept well informed about, the work of the school
- The arrangements for the induction of pupils new to the school are good
- Links with local schools are good but community links to broaden pupils' appreciation of cultures other than their own are underdeveloped

#### **Commentary**

22. The strength of the relationship which the school enjoys with its parents is clearly demonstrated. For example, parents work positively with the headteacher to improve the attitudes and behaviour of their child. This support is indicative of the way parents feel about the school. It is the result of an open door approach, which encourages them to feel part of the school and to raise concerns at the earliest opportunity.
23. Children due to start nursery benefit from weekly visits with their parents which helps them to settle quickly when they start school. Parents are supported well through the class based sessions and adult education basic skills courses for literacy and mathematics. This positively promotes the home-school partnership and learning at home. The learning mentor support is a strength of the effective provision for children from minority ethnic groups and traveller children joining in other year groups. The one to one care ensures all pupils settle properly into unfamiliar routines.
24. Through the networked learning community the school has established good relationships and provision with local schools. For example, the introduction of the University of the First Age programmes. The sports college weekly after-school football club and the City Learning Centre ICT support contribute to the improving standards and a smooth transfer to secondary education.
25. The school is very much at the heart of the community and this standing is enhanced by the close links that exist between the school, families and the local church. Positive working relationships with the local police and neighbourhood wardens and the Gorton festival give pupils a good opportunity to be involved in community events. Increasingly the school is receiving children from minority ethnic backgrounds and this is helping to bring new cultures into the area. However, further work needs to be done to encourage other cultural experiences and to foster business links.

## LEADERSHIP AND MANAGEMENT

Leadership and management are both **good** overall. The headteacher and her deputy provide **very good** leadership and with other key staff ensure the school benefits from good leadership overall. Management is effective with the result that the school runs smoothly. Governors are actively involved in shaping the direction of the school. The school makes good use of available finance to support clearly identified educational priorities. This is securing the continuing improvements in the quality of teaching staff and contributing to raising standards.

### Main strengths and weaknesses

- The very good leadership of the headteacher and her deputy has created a strong sense of purpose and a very clear vision for the way in which standards can be improved
- Good management ensures effective financial control, use of resources and processes to improve standards
- All members of staff work closely as a team and create a climate for good learning
- The governors' strong grasp of the school's strengths and weaknesses underpins good governance and enables them to play a good role in shaping the direction of the school
- The school's commitment to inclusion, promotion of equal opportunities and concern for the needs of all individuals are very good

### Commentary

26. The headteacher and her deputy provide very good leadership and have inspired an evident sense of pride in the school. This has resulted in high morale amongst the teachers, support staff and pupils. The school now has a very clear direction for raising pupils' achievements. All senior staff and governors share the headteacher's vision and their competent efforts and hard work have ensured much recent improvement.
27. The school has ensured that a very positive ethos is evident in most of its work and that a good climate for learning exists. It is a caring community where inclusion is visibly successful as pupils interact together well. Equality of opportunity is very strong. Leaders provide very good role models for other staff and pupils.
28. The headteacher and senior management team manage the school effectively through a number of carefully thought out processes. These are already bringing about improvement and raising standards in a number of areas. For example, data on pupils' performance is gathered and used well as part of a focus for improving attainment in different year groups. The professional development of staff is now rigorous and extensive. The headteacher and deputy both observe lessons and provide useful feedback to teachers and set objectives for areas where improvement can be made. In addition, some subject co-ordinators monitor teachers' lesson planning. Few monitor teaching and therefore they are unable to build a clear knowledge of the quality of teaching in their subject. There are limited opportunities to work alongside colleagues in the classroom. This further restricts the demonstration of good practice in order to help raise the quality of teaching or standards.
29. The governing body is effectively involved with the work of the school. Governors help plan future developments and they are actively involved in making spending decisions and in managing spending. They have a clear grasp of what the school is good at and what needs to improve. For example, they know the provision for special educational needs works well because of the monitoring visits of the well informed governor responsible for special educational needs. Equally, they recognise a need to further improve their own knowledge and that of teachers in order to raise standards

### Financial information

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

Income and expenditure (£)	
Total income	510 764
Total expenditure	490 761
Expenditure per pupil	2080

Balances (£)	
Balance from previous year	38 167
Balance carried forward to the next	20 003

**Example of outstanding practice**

**A shared writing session with the Year 2 class**

The teacher made sure the children knew what they were expected to learn, which was how to write instructions. These were to tell the year 1 pupils how to plant broad beans. She regularly linked this to work done earlier and on display. Her use of questions was excellent. She phrased and sequenced them clearly, and matched them precisely to nominated individuals so that all pupils contributed to the demanding process. As she recorded pupils' words on the whiteboard, further questions required the class to read them and think how they could be improved. When the more able pupils suggested diagrams and bullet points, she used the opportunities imaginatively to challenge other pupils to reason. The whole activity was brisk and rigorously controlled; it engaged every pupil and gave support whenever needed. As a result, speaking, listening, reading and writing processes supported each other so that every child was part of a powerful demonstration of how to write and edit a set of instructions, every word of which came from the pupils.

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

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

30. The majority of children enter nursery with limited social skills and well below average skills in speaking and listening. One in five children are non-communicators and nine children are at the very early stages of learning English. Most children attend full time before transferring to the reception class. This has a positive impact on their achievement and the good progress they make.
31. Leadership and management of the Foundation Stage are good. There is an effective action plan to further improve provision, teaching and learning. Since the last inspection, the recent improvement has been good. The effective organisational changes better meet the requirements of the curriculum. The planning, organisation and daily routines in the nursery have improved recently and are now good. In reception they are very good and maximise the full range of experiences within the constraints of the building.

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

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

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

- Relationships are very good and enable children to settle well into a new environment
- There is good identification of, and support for, children who may be a concern

#### **Commentary**

32. Teaching and learning are good. Independence is fostered early. All children are developing good co-operative skills because of the very good relationships and high expectations from adults. Well-timed teacher intervention in reception helps children to resolve problems through talk. Snack time positively promotes social skills. A daily reflective time in nursery and reception promotes their self-esteem. The nursery assembly for the whole school was a very good example. Children spoke confidently, and relatively clearly, on the theme of 'I am special'.
33. Children with special educational needs are well integrated. Adults note carefully what children can do or find difficult. This information is used well so that activities and work are well matched to their needs. Children who have English as an additional language are well supported. Consequently, even when distressed, these very young children are helped to make sense of their experiences and settle quickly.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Reading and writing is taught well in reception
- Role-play encourages speaking and listening and opportunities for writing
- Sometimes children are not always given enough time to develop their answers and are not always encouraged to speak in sentences

#### **Commentary**

34. Teaching and learning in the nursery are good. They are very good in reception. Classrooms are vibrant and exciting and surrounded by pictures and labels in English and other languages. Imaginative role-plays, 'in the woods' and 'at the fire station', provide many opportunities for children to develop their ideas, but adults are not always involved enough in this play to extend

children's spoken language. Children willingly respond to questions, but for many their replies are not always well constructed. In class discussion teachers sometimes accept one word or short phrases as answers. Teachers miss opportunities to demonstrate how to use good language and give time for children to repeat the sentence appropriately. Older and more articulate children are not always given enough opportunity to develop their explanations. Usually this is because adults provide the answers too quickly and do not expand children's vocabulary sufficiently to extend ideas and develop their thinking.

35. Reading in reception is taught very well. All children pay rapt attention and attempt to join in when reading with the teacher. Highly knowledgeable and effective questioning develops children's understanding of authors, titles and where sentences start. Letter formation is well taught. Most children write their name unaided. The national literacy strategy approaches are used very effectively. This very good teaching has, in a short time, enabled children to use their knowledge of sounds and recognise words such as 'I can play' accurately. Children achieve well and make rapid progress.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Planning and assessment of what children can do helps them to achieve well
- Children use numbers in a variety of practical activities
- Children's limited language skills mean it is difficult for them to describe their mathematical ideas

### **Commentary**

36. Teachers know their children well and plan interesting and challenging activities to develop their understanding of number. Independent activities at the design and technology table and construction area provide good practical experiences of measuring, estimating and shape. Adults carefully note what children can do and build on this knowledge in subsequent activities and lessons. Often limited language skills, for all but the more able children, restrict understanding. Nevertheless, teaching is challenging. For instance, working with numbers to three, nursery children counted, ordered and were introduced to the idea of one more and one less. Most of the group made incorrect guesses, but by the end of the session half of them remembered zero and achieved the task. In reception good rehearsal of number facts to ten and the very good use of language by the teacher moves learning on effectively. About half of the children, including those for whom English is not their first language, count well beyond ten. They are satisfactorily developing the ability to add and take numbers away in their head. This represents improving standards closer to expectations nationally.

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

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

### **Main strengths and weaknesses**

- The nursery outside environment is a good resource and a well planned range of activities stimulate children's interest and curiosity
- ICT is well taught in reception but more opportunities to use the computer and programmable toys could be available in the nursery

### **Commentary**

37. The overall quality of teaching is good. The outdoor area pathways and wooded dell provide good opportunities for children to investigate the natural world. Specific areas for designing and making, construction activities and displays with old and new toys are investigated with interest by the reception children. Water play stimulates curiosity as children notice the different light reflections when blowing bubbles. There was limited evidence of children using a range of programmable toys in the nursery and reception classes. Computer skills are well taught in reception. In one lesson clear demonstration and good questioning enabled children to confidently manipulate the mouse and icons. They produced imaginative results which, with guidance, they printed. As a result the majority of children achieved well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The outside play area and large climbing equipment develops agility and confidence very well for nursery children
- Reception children do not have sufficient access to outside areas

### **Commentary**

38. Teaching is good. Teachers provide for and plan a wide range of manipulative activities that enable children to gain good co-ordination skills. Pencil control for many is, however, immature. The improvement in pencil control for the more able children is good in reception. However, writing and mark-making for a significant number of children is slow to develop. Nursery children are particularly agile using wheeled toys and other equipment outside. Their development is well in line with expectations for children of similar ages. Reception children do not have the same opportunity to practice these skills as the younger children. The weekly lesson in the hall provides appropriate opportunity to use apparatus but this is insufficient.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Art skills are well taught
- Role-play stimulates imagination, but opportunities to develop collaborative play are missed

### **Commentary**

39. Good teaching encourages children to observe closely when drawing, modelling and painting. Nursery children achieved high standards as they mixed their own colours and produced realistic paintings of teddy bears. The balance of taught skills and free experimentation is good. Children participate well in action songs and rhymes and respond to music with enthusiasm. Children play alongside others in the indoor and outdoor role-play areas. Not enough time is spent by adults 'in role' to extend these experiences.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching and learning of literacy are good overall, with some excellent features in year 2
- Pupils with special educational needs are well supported and achieve well
- The management of English is strongly focused on improving provision to raise standards
- Speaking and listening skills are weak and this affects pupils' learning
- Teachers do not plan enough opportunities for pupils to use and develop their literacy skills in other subjects

#### Commentary

40. Poor speaking and listening skills impede learning for many pupils. Their vocabulary and grammar are limited for their age, and they find it difficult to take turns, listen with understanding, express thoughts and feelings clearly, and fit speech to changing situations. The good quality of care and relationships across the school supports the development of spoken language. Most pupils have positive attitudes, knowing that their efforts will be valued. A whole school effort to make better use of opportunities to improve skills in this area acknowledges the need and is beginning to make a difference. However, the range of methods is limited. Also, there is a relative lack of procedures to assess this area of English, and few targets are set to help spoken English keep pace with the demands of the curriculum.
41. The school has good systems and improved resources to support the development of pupils' skills, interests, attitudes and practices in reading. Despite improvement, the library is too small for teaching library skills to a whole class. Good homework arrangements reinforce good weekly routines and learning opportunities in school. As the use of the library and homework becomes more consistent across the school, progress is improving. However, some lack of rigour and challenge in years 4 and 5 means that these pupils, particularly the more able, are not achieving well enough. In contrast, pupils of differing attainments in year 6 are achieving well because of consistently demanding teaching. The weekly 'booster classes', in which these pupils are grouped and taught according to their specific level of need, are particularly motivating and effective. As a result, a group of year 6 pupils were able to respond perceptively to an unfamiliar story opening. They used the story well to support their insights into character, situation and language. However, they showed less understanding of the features of an information books and how to use them.
42. Raising standards in writing is a major and enduring priority for the school. Progress in the technical skills of handwriting, spelling and punctuation is extremely uneven, and many pupils have poor competence in them. Teachers' written comments on pupils' work seldom urge better presentation or spelling. A good adjustment of the literacy hour gives pupils better opportunities to practise and develop their writing skills in English lessons. Most pupils understand how to vary language to fit different purposes, such as writing instructions, reports, letters, stories and biographies. However, their skills develop very slowly. Consequently pupils do not develop their ideas in detail, use grammatical structures correctly or write at length. Only a few higher attaining pupils exceed the expected standard in these respects, though here too, very effective teaching in years 2 and 6 shows what can be achieved.
43. The quality of teaching and learning is good overall, but not consistently so in the junior years and this is still a challenge for the school. The most consistent qualities across the school are good teamwork between teachers and teaching assistants, and good management of pupils' differing needs. As a rule, therefore, pupils maintain good attitudes to learning and get the support they need for their difficulties. Most lessons enabled pupils to learn well because:

- the pace, variety and compelling interest of the teachers' methods and literacy resources engage pupils' full effort, attention and sense of achievement.
- each phase and language activity moves pupils' learning on, coherently and at their best level, towards the lesson's clear objectives.

The subject is well led and managed and the co-ordinator has effectively analysed test results. She has a good understanding of what needs to be done and has a well constructed action plan to raise standards.

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

44. The school is well aware of the need to make better use of opportunities for language development in other subjects in order to raise standards in English and improve the quality of learning generally. For instance, pupils wrote their autobiographies in ICT, and discussed local water features in geography. At the moment, however, there is no clear overall policy. Opportunities are not structured through medium-term planning, or matched to pupils' actual language needs.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in years 1 and 2 because teaching is consistently good
- Achievement of pupils in year 5 is unsatisfactory
- The monitoring of teaching and learning is not sufficiently developed
- No strategy is in place for pupils to use their mathematical skills in other subjects

### **Commentary**

45. Achievement of pupils in years 1 and 2 is good as a result of good teaching. This has a positive impact on the steadily improving standards. Strengths include:
- teaching which interests and motivates pupils
  - carefully planned lessons that meet all pupils' learning needs
  - good teaching of the meanings and correct usage of mathematical words
  - good use of resources, especially visual resources, to help pupils understand
  - very good questioning of pupils to make sure they understand
  - effective support given to pupils with learning difficulties enables them to make at least as much progress as the other pupils.
46. Achievement is inconsistent between pupils currently in years 3 to 6. In years 3, 4 and 6 it is satisfactory whereas in year 5 it is unsatisfactory. These pupils do not perform as well as they ought owing to gaps in learning when they were in year 4. A significant number of these pupils have poor recall of number facts including tables and do not have the expected level of knowledge of fractions and decimals. Few of them have the confidence to make speedy and accurate mental calculations. Currently, teaching overall in years 3 to 6 is satisfactory and during the inspection no unsatisfactory teaching was seen. The extension of booster groups to year 5 contributes to improving the rate of pupils' progress. Teaching is good in year 6 because expertise is used well in the intervention groups. As a result, most pupils' confidence to use numbers mentally is improving. The more able pupils have a sound understanding of decimals and place value and an increasing range of strategies to calculate differences between numbers. Pupils are challenged to work quickly. Consequently improvement is rapid.
47. Care is taken to ensure that pupils who are still learning to speak English understand what it is they are expected to do and understand the mathematical ideas that are being taught. When

possible, in all classes, specialist help is given in their own first language. Pupils with special educational needs are given work that addresses their learning needs.

48. The school is meeting the requirements of the national numeracy strategy and following a coherent programme of work. Improved resources and good assessment procedures contribute to the rising standards. The subject co-ordinator has not yet established regular monitoring of teaching to identify both weaknesses and good practice so that effective steps can be taken to improve its quality. Computers are sometimes used by older children to produce graphs and spreadsheets to make calculations and by younger children when, for instance, learning to tell the time. However, they are not used frequently enough to practise numeracy skills in the classroom and so consolidate learning.

### **Mathematics across the curriculum**

49. Pupils sometimes use mathematics as part of their work in other subjects and this helps them to develop an appreciation of the practical uses of this skill. For example, pupils measure materials in design and technology, temperature and other measurements in science. Graphs and tables are used to record data in geography and they count beats in a bar in music. However, there is little evidence to show there is a consistent approach to extend the opportunities for pupils to use their skills in this way.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching of pupils in years 1, 2 and 6 is good
- Leadership and management of the subject are a strength
- Achievement of pupils in years 3, 4 and 5 is inconsistent and their scientific vocabulary is weak
- Pupils' investigation and enquiry skills are unsatisfactory

### **Commentary**

50. Teaching and learning in years 1 and 2 is good. As a consequence of well planned practical investigations, pupils are keen to talk about their work. Children for whom English is an additional language receive good support and teaching assistants provide good role models for developing appropriate language.
51. Teaching and learning is satisfactory overall in years 3 to 6. Achievement is uneven across years 3 to 6. A more stable experience and effective teaching for the present year 6 pupils is improving the progress they make. As a result their achievement is satisfactory. For many pupils weak skills in speaking and writing impede progress. The behaviour of a small minority of year 5 boys in the lesson seen, and the high proportion of pupils with special educational needs and English as an additional language in year 3, contribute to the slower rates of progress in the middle years. Teachers use appropriate scientific vocabulary, but there is too little expectation for pupils in years 3 to 5 to do so when answering questions. Hence their recall of past work is limited and poorly expressed. For example, year 4 pupils could not accurately describe how a circuit worked. This improves in year 6 because of a clear expectation for pupils to explain and record their work appropriately. Good marking asks pertinent questions that extend pupils' understanding. However, too few pupils follow up the comments for this to positively impact on their achievement.
52. There is a weakness in investigation skills particularly in junior classes. The development of enquiry skills is improving in years 1 and 2. A significant amount of past work is worksheet based and pupils of all abilities complete the same work. Although graphs, tables and measurement are used, much is identical and copied. Pupils do not ask their own questions,

interpret the evidence and present their findings in different forms. The use of ICT is improving, but is underused.

53. The subject is now led by a knowledgeable and experienced teacher. This has led to effective developments since the beginning of this term. These include:
- rigorous analysis of the test results with a clear identification of the strengths and weaknesses
  - monitoring lessons and team teaching to support classes where progress is most needed
  - new planning sheets that take account of pupils' different levels of ability
  - complete revision of the planned programme of work to ensure coverage and a systematic development of scientific skills
  - assessment procedures incorporated into each half-termly topic. Pupil self-assessment is used to show what they know, understand and can do at the start and end of the topic
  - training to improve teachers' knowledge in teaching investigation and enquiry skills.
54. The areas for development are accurately identified by the co-ordinator and structured effectively in the school improvement plan. Given the short time since her appointment, new strategies in place are yet to impact positively on standards and achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good teaching makes pupils keen to learn and so they achieve well
- Leadership and management of the subject are good
- ICT is not used consistently to support learning in all subjects

### **Commentary**

55. Teachers are confident working in the computer suite. Planning closely follows national guidance and meets the learning needs of all pupils. Adult support in the computer suite is deployed well and makes an effective contribution to the good progress of all pupils. Systematic teaching of skills enables year 2 pupils to present information in a range of interesting ways. There is good teaching in year 3 of modelling and simulation. In one lesson year 6 pupils produced effective presentations on screen using text and moving images combined together. Pupils enjoy working with computers and they are keen to learn. When appropriate, they co-operate well together. Their good attitudes and behaviour make a significant contribution to their good learning.
56. The co-ordinator leads and manages the subject well. She has a good indication of the subject's strengths and weaknesses because she effectively monitors planning and pupils' work. Appropriate assessment procedures are in place and these contribute to the effectiveness of monitoring.

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

57. Satisfactory and sometimes good use is made of ICT in some other subjects. For example, pupils use computers well to prepare attractive visual presentations using text they have previously worked on in English lessons. They use computers to handle data and produce graphs in mathematics. However, the use of ICT is not consistently featuring in planning in all subjects.

## **HUMANITIES**

In **history** and **geography**, work was sampled. Inspectors looked at teachers' planning and recorded work, and observed lessons, one in history and two in geography, in years 3, 4 and 5. Whilst this does not form a basis for firm overall judgements on provision and achievement, the following points can be made.

- ◆ On the evidence of work and lessons seen, pupils' attainment is below average. For example, few pupils in the year 5 geography lesson could transfer bearings from one map to another, or deal with differences in scale. Weak literacy skills restrict learning and written work in both subjects is very limited in quantity and quality.
- ◆ In both subjects, the curriculum is planned to capture pupils' interest in a variety of topics, and also to raise levels of understanding and skills steadily. The new timetabling arrangements promise to strengthen these factors. However, the previous absence of a programme of educational visits and local fieldwork means that pupils' learning lacks important elements of first-hand and practical experience.
- ◆ The quality of teaching and learning in the lessons seen varied from good to unsatisfactory. In all three lessons, the teachers had good knowledge of the subject, clear aims for learning and interesting resources. When, as in a good lesson on World War II, the teacher combined these qualities with pace, challenge and variety of approach, pupils maintained interest and effort and learned well. In the other lessons, however, the quality of learning declined with a lowering of pace and demand.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Strong links are made with collective worship, personal and social education and citizenship
- The subject makes a good contribution to spiritual and cultural development
- Teaching consistently promotes interest, understanding and respect for different world faiths
- Pupils' written work is limited and there is little formal assessment of it
- Not enough use is made of visits to non-Christian places of worship to enrich pupils' learning

### Commentary

58. The curriculum follows the locally agreed syllabus. It is carefully planned with a good balance and appropriate links to develop pupils' knowledge and understanding of Christianity and other world faiths. Teachers develop pupils' learning largely through discussion. This helps to ensure that all pupils can participate in lively lessons by sharing their own experiences, views and feelings. In this way the subject promotes speaking and listening skills well, and fosters respect for others' beliefs and values. At the same time, it limits pupils' opportunities to learn through reading and writing, and makes it difficult to assess learning and to check progress through the year. Lack of opportunity to visit a range of places of worship restricts learning, but at the same time good links with collective worship and other subjects extend and reinforce pupils' knowledge.
59. Only lessons in years 2 and 6 could be observed. Both were good, and the thoughtfulness and understanding evident in pupils' responses indicate that they sustain keen interest in the subject and try to achieve well. In the year 2 lesson, the teacher used resources, demonstrations and questions well to enable pupils to learn about the Qu'ran and what Muslims believe. She made sensitive and telling use of Muslim pupils to give immediate relevance to this learning. In year 6, the teacher opened up the topic of the Lindisfarne Gospels very skilfully through discussion. She used questions well to lead all pupils to consider connections between the most special values in their own lives and the values that made monks long ago dedicate their lives to writing the Lindisfarne manuscripts. As a result,

pupils' final task of adding colours to a black and white outline of an illuminated letter became an experience of true appreciation of intricate artistry.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. Only one lesson was seen in design and technology and one lesson in physical education. It is not therefore possible to make a firm judgment about provision. In addition to observing lessons inspectors spoke to the co-ordinators in art and design, design and technology and physical education about the work.
61. In **art and design** pupils enjoy a range of experiences in lessons that they find both varied and interesting. Two art clubs, one for younger pupils the other for the older ones, enable pupils to continue to develop their interest after school.
62. In **design and technology** pupils in year 1 get a very good start to their work in the subject. These pupils get very clear guidance on how to make simple lever mechanisms using paper and split pin fasteners. They are given opportunities to use a range of tools and they are taught how to use them carefully and accurately. These pupils work in very cramped conditions as the working area in which they are taught is too small. The teacher and pupils cope well but pupils would find it easier to work accurately if more working space was available. Appropriate planning ensures that pupils throughout the school get a satisfactory range of opportunities to develop their skills and understanding in designing and making things. They learn to use a range of materials and make a variety of products. Resources are sufficient and adequate for current use.
63. In **physical education** a strength of the subject is the good range of extra curricular activities available for pupils. They play competitive games against pupils from other schools. Seven to eleven-year-olds can join a range of sports clubs after school in order to participate with others in a number of different activities such as soccer, basketball, netball, dance and cricket. These activities enhance the curriculum. Year 6 pupils work hard in the main hall during movement and gymnastics lessons and attain average standards in these activities.
64. In all these subjects the role of the subject co-ordinator is satisfactory overall but requires some development. Co-ordinators are enthusiastic and knowledgeable with some understanding of the strengths and weaknesses and areas for development in their respective subjects. However, this picture is incomplete as none of them systematically monitors and evaluates the quality of teaching in their subjects.

### Music

Lessons were seen in year 2 and year 6. In addition the music service peripatetic staff taught groups for recorders in year 4 and steel pans in year 6. The after-school choir club was also seen. The range of opportunities available indicates that provision in music is **satisfactory** and improving.

#### Main strengths and weaknesses

- Pupils sing very well
- Teaching in year 2 is good
- The range of experiences taught by the peripatetic staff is good and broadens the curriculum

#### Commentary

65. Good teaching enabled year 2 pupils to perform confidently as individuals and in groups. High expectations for a musical performance when singing loudly and softly and when rehearsing rhythms in group work improved the pupils' skills. Lessons have a good balance of listening and performing. There was limited evidence of pupils developing their composing skills. By year 6 pupils perform a wider range of musical styles and cultures. Challenging tasks, such as learning a Javanese song, are achieved well. Positive feedback enables pupils to build on

previous knowledge and so achieve appropriately. Pupils of all abilities are included effectively. Occasionally a very small minority of pupils behave inappropriately; this reduces the overall quality of the lesson and the amount that can be achieved.

66. The standard of singing is good. Joy and enthusiasm abound in whole school assemblies as pupils sing tunefully and with expression. The choir successfully holds the melody in two part reggae style songs. Good progress is made in instrumental work because of the expertise of visiting staff. Effective and patient teaching using the traditional Caribbean method of playing steel pans 'by ear' enabled year 6 pupils to rehearse their parts, generally, with good concentration. Techniques are well taught. Reading simple notation the recorder groups produce a good tone performing simple pieces. The opportunity for all pupils to learn to play the recorder in years 3 and 4 and steel pans in years 5 and 6 significantly broadens and enriches their experience. The application of these skills is beginning to improve standards in class lessons.
67. All teachers are confident to teach music. Regular weekly lessons are well planned using the local music service guidelines that give teachers good support. Music makes a good contribution to the pupils' social, spiritual and cultural development. Resources for percussion instruments are good. There are no keyboards and the use of ICT is underdeveloped.

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

Provision in personal, social, and health education and citizenship (PSHEC) is **very good**.

### **Main strengths and weaknesses**

- The subject is well planned
- Leadership of the subject is very good

### **Commentary**

68. As a result of recent and imaginative improvements, personal, social, and health education and citizenship are central to the school's mission. Together with weekly 'circle time', when the class sits in a circle to share their different thoughts and feelings on a current issue, PSHEC also has timetabled lessons. Leadership by the co-ordinator, together with the headteacher, is ensuring good personal development and improving the pupils' ability to cope well at secondary school. Drugs education and the healthy school initiative are well promoted and effectively supported by a link governor. In addition, there are well-planned links with assemblies and collective worship. The perceived needs of pupils drive both formal and informal work through effective lunchtime support, the work of playground buddies and learning mentors.
69. Citizenship, responsibility and a sense of community are developing strongly within the school. The school council is a good initiative, further extending pupils' understanding of rights and responsibilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

