

INSPECTION REPORT

Anlaby Acre Heads Primary School

Anlaby, Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117888

Headteacher: Dr John Bennett

Lead inspector: Mr Rob Crompton

Dates of inspection: 17th – 20th November 2003

Inspection number: 255348

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:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	330
School address:	Welbourn Walk Norland Avenue Hull HU4 7ST
Telephone number:	01482 562250
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Slater
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

The school serves a suburban community on the outskirts of Hull. It is bigger than other primary schools with 330 children on roll. Very few pupils are from ethnic minority backgrounds and almost all have English as their first language. As they enter reception, children's social skills and levels of mathematical development are typical of most four-year-olds. One in ten children have special educational needs, which is below average. Five children have a statement of special educational need. This is above average. About five per cent of children are eligible for free school meals, which is below average, but the school serves an area with broadly average social and economic conditions. The school has gained the Basic Skills Quality Mark and the Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7230	Mr Rob Crompton	Lead inspector	Foundation Stage Science Music
13874	Ms Jane Chesterfield	Lay inspector	
16971	Mr Roger Hardaker	Team inspector	Geography History Religious education
30144	Mr Edgar Hastings	Team inspector	English Art and design Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **improving** school. The quality of education is satisfactory with several strengths. Good leadership and management are driving up standards. Teaching and learning are satisfactory and children are achieving steadily overall. Teaching is consistently good in some classes. There is a positive ethos and a strong commitment to inclusion. Children have positive attitudes and behave well. Governors work hard on behalf of the school and provide good support. There is a good partnership with parents and children are happy at the school. It provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Good leadership and management is leading to improvement in standards
- Personal development is promoted well; children have positive attitudes and behave well
- Children are well cared for and ready to learn
- Provision for children with special educational needs is good
- Governors carry out their duties well and provide good support
- Progress through years 3 to 6 is improving
- Standards in information and communication technology (ICT) are not high enough
- Outdoor accommodation is inadequate for the reception children
- The balance of some lessons is weak which means there is too little time for children to work independently
- The hall is too small for the number of children and the playgrounds are cramped and bleak

Improvement since the last inspection has been **satisfactory**. Accommodation has improved significantly and the school has doubled in size but some inadequacies remain. There has been an upward trend in standards but more needs to be done to improve progress through years 3 to 6. Attendance levels are now good.

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	C	D	D
mathematics	E	C	D	D
science	E	C	C	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.

Overall achievement is **satisfactory**.

As they start school, children's early language and number skills and their general knowledge are typical of the age group. Most achieve well in the reception classes, reaching good standards in personal, social and emotional development, communication, language and literacy and mathematical development. Their knowledge and understanding of the world and creative development are as expected but their physical development is constrained by lack of facilities.

In years 1 and 2, children make satisfactory progress and reach average standards in reading, writing, mathematics and ICT. They achieve well in science and standards are good. More able children are doing better than they have done in recent years because the quality of teaching has improved.

In years 3 to 6 achievement in English is currently satisfactory, but children have a lot of ground to catch up in order to raise their writing skills to average levels by year 6. Although they read reasonably well, weaknesses in writing mean that overall standards in English are below average. In mathematics and science, standards are broadly average and improving. Children are not reaching the standards expected in ICT by year 6. They have sound computer skills but the range of work is too limited.

In recent years, children have not built sufficiently well on their previous attainment. Sustained efforts of teachers, supported by good leadership and management have led to satisfactory or better achievement, but standards do not yet match those of similar schools. Children have satisfactory opportunities to practise and develop literacy, numeracy and ICT skills across the curriculum.

Good provision for children's spiritual, moral, social and cultural development results in good relationships. Children have good attitudes to school and behave well due to the good provision for moral and social development. Attendance is above average and children arrive promptly.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory** and consistently good in some classes. Setting by ability in years 3 to 6 enables teachers to pitch work at the right level so that most children can build on their previous learning. Teachers are well supported by classroom assistants in providing help for individuals and different groups of children, such as those with special educational needs. The structure of some lessons is weak and leaves little opportunity for independent work. The curriculum is good and children benefit from an interesting and enjoyable variety of experiences. Relationships with parents are good and they are encouraged to work in partnership with the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides good leadership and is supported effectively by a strong senior management team. Their efforts are leading to improving standards. Governors have a good understanding of the school's strengths and weaknesses and support the school well.

PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL

Parents are happy with the school and children have very positive views.

IMPROVEMENTS NEEDED

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

- Continue to improve the progress children make in years 3 to 6
- Improve standards in writing and ICT
- Review the structure of lessons to ensure that children have sufficient time for independent work and to find out what they need to do to improve
- Improve the outdoor provision for reception children
- Improve hall and playground facilities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

As a result of sound teaching, children are making steady progress and achievement is **satisfactory** overall. In classes where the teaching is consistently good, children achieve well. There are no significant differences in the achievements of boys and girls or the progress made by children from different ethnic backgrounds.

Main strengths and weaknesses

- Children make good progress in learning basic skills in the reception classes, which provides a good foundation for subsequent work
- Progress through years 3 to 6 has improved and achievement is now satisfactory
- Children with special educational needs make good progress
- Standards in science in year 2 are good
- Standards in writing and ICT are below average by year 6

Commentary

1. When children start school in the reception classes, their level of attainment is broadly typical of the age group. Most achieve well and reach good standards in personal, social and emotional development, communication, language and literary and mathematical development. Standards in knowledge and understanding of the world and creative development are broadly as expected but children do not achieve well enough in physical development because of limited facilities.

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

Standards in:	School results	National results
reading	15.9 (15.7)	15.7 (15.8)
writing	14.8 (14.8)	14.6 (14.4)
mathematics	15.9 (16.5)	16.3 (16.5)

There were 43 children in the year group. Figures in brackets are for the previous year

2. Results in reading, writing and mathematics have been similar to those of other schools in the last two years, indicating satisfactory achievement in years 1 and 2. Results over the last few years have not kept pace with the national trend, however. Good teaching in year 2 is leading to more rapid progress, particularly in science where standards are above average. The proportion of children reaching higher levels in national curriculum tests has been well below average in previous years but there are signs of improvement.

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

Standards in:	School results	National results
English	26.2 (27.7)	26.8 (27.0)
mathematics	26.3 (26.8)	26.8 (26.7)
science	28.4 (28.6)	28.6 (28.3)

There were 51 children in the year group. Figures in brackets are for the previous year

3. In 2003, results in English and mathematics were slightly below the national average, with scores in science broadly matching the national picture. Standards in mathematics are now broadly average in year 6 but achievement in English is hampered because many children are not writing at the level expected. Although children have sound skills in using computers, they are not reaching the expected standards in all aspects of the subject.
4. Results in English, mathematics and science have varied greatly from year to year but overall they have risen in line with the national trend. In recent years, children in year 6 have not fulfilled the potential they showed in year 2. The school has worked hard to identify why progress through years 3 to 6 was in the bottom five per cent of all schools in 2001 and well below average in 2002. Although still below average last year, better teaching is improving achievement and the rate of progress is picking up.
5. Standards in religious education are in line with expectations. In ICT, children are reaching the expected standards by year 2 but not by year 6. The new facilities are being used well, however and progress is increasing. It was not possible to judge overall standards in other subjects as the main focus of the inspection was on English, mathematics and science.
6. Children with special educational needs make good progress towards their individual targets. Support in lessons and in small groups outside the classroom is consistently good which means children achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**, and their personal qualities are well developed. Attendance and punctuality are also good.

Main strengths and weaknesses

- Improvement in attendance since the last inspection has been good
- Behaviour and relationships in the playground are very good
- Assemblies make a significant contribution to spiritual development
- Good social development is actively fostered through personal, social and health education and citizenship
- Sometimes staff do not always have sufficiently high expectations of behaviour

Commentary

7. Since the last inspection, the headteacher has successfully implemented strategies for monitoring and promoting attendance, with the result that attendance has been consistently above the national average and children miss very little schooling.
8. The good quality of children's relationships and behaviour in the playground is striking, particularly in view of the cramped conditions and poor facilities which they have to put up with there. In lessons, they behave well and they always have positive attitudes to their learning. Occasionally, though, some staff do not insist on high standards of behaviour in class. This means that some older children have a licence to approach their work in a noisy and unfocused way, and this slows down their achievement.
9. Daily assemblies are a valuable and special part of school life, instilling in children a sense of what is important beyond their regular routines. During the inspection, assemblies taken by the headteacher on the theme of special places drew rapt attention and thoughtful responses from children of all ages. The strong provision for personal development has ensured that good opportunities for social development are threaded through lessons and other activities. As a result, children learn social skills from taking turns at being table captain, for example, or by

representing others on the school or class councils. They show a great deal of maturity in the way they do this. The school is currently looking at some exciting new ideas for improving children's multicultural awareness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching is **satisfactory**.

Main strengths and weaknesses

- Teaching by key staff is consistently good
- Teaching is good in year 2 which means children are achieving well
- The strong support provided for children with special educational needs enables them to achieve well.
- The structure of some lessons is weak and leaves little opportunity for independent work
- In some lessons, teachers tend to 'spoon feed' children rather than challenge them to work things out for themselves
- Some teachers are inconsistent in their expectation for behaviour

Commentary

10. Effective teaching by senior staff means children in their classes achieve well. Lessons are lively and taken at a brisk pace; children are well motivated and try hard. Children benefit from skilful questioning and a good level of challenge. The teacher in year 2 has established excellent relationships with the children and enables them to make good progress across a wide range of subjects. Expectations for behaviour are high and children respond positively to the positive approach and level of challenge.
11. Children with special educational needs benefit from good teaching. They are well supported by classroom assistants who ensure they achieve well through involvement and participation in all parts of the lessons. Teachers provide opportunities for them to contribute fully to the work of the class, and manage them well. On other occasions, children are taught individually or in small groups outside the classroom where they make good progress in more specifically focused work. Their progress is tracked well and detailed records are kept.
12. Most lessons are structured well to give ample opportunities for teachers to discuss ideas with children, explain what they are to do and for children to get on with their work. However, in some lessons, teachers spend too much time introducing activities, which leaves children with insufficient time to work independently or to discuss how they have got on and how they might improve. This limits their achievement. In one English lesson, for example, children had only fourteen minutes to complete a task in a lesson lasting nearly an hour. In a mathematics lesson, there was no time left for a summary session to review progress and to discuss what children needed to learn next. In the best lessons, teachers allow children to explore ideas and come up with their own suggestions but teaching is less successful when teachers spell out exactly how to tackle a problem. This leaves little room for children to develop their own thinking and fully engage with the learning. This limits progress, especially that of more able children. Where these children are set work that is more challenging and allowed to work independently, as in the year 2, year 4 and year 5/6 classes, they achieve well. In some other classes, the provision for more able children is not so consistent.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (3%)	20 (52%)	17 (45%)	0 (0%)	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.

The curriculum

The curriculum is **good**. It provides a broad range of worthwhile learning opportunities that cater for the interests, aptitudes and particular needs of most children. All have equal opportunities to succeed.

Main strengths and weaknesses

- The curriculum covers a broad range of subjects giving children a desire to learn
- Children with special educational needs achieve well because the provision for them is good
- Children are given good opportunities for investigative work in science
- Provision for personal, social and health education is good
- A good level of effective support for teaching in classrooms benefits learning
- Problems with accommodation have an impact on learning in some subjects

Commentary

13. The curriculum makes learning both relevant and enjoyable for all children. For example, in geography, children in year 2 develop their skills by mapping their route to school and then going for a walk in the immediate environment and noting where the important buildings and significant landmarks are located. The planning of work in all subjects is at least satisfactory and in some cases good. For example, good provision for learning is made in religious education and in investigative work in science. Good improvement has been made in religious education, particularly in the challenging writing tasks the older children are now given. There have been significant improvements to timetabling arrangements which mean children now get adequate time for learning in all required subjects. Mixed age classes do not repeat topics in subjects like geography and history as they move through the school because the sequence of work is planned well. Continuity has also improved so that those leaving the infants are well prepared for work in junior classes. Similarly, children in year 6 are generally well prepared for moving on to secondary schools, although their weak writing skills detract from this.
14. The school provides well for children with special educational needs. Teachers plan carefully in order to meet their learning needs by giving them learning tasks that are challenging but within their capabilities. As a result, they are able to participate fully in lessons and they achieve well. In planning learning opportunities, teachers focus well on the needs of all children. Higher attainers are challenged well. Teachers are often well supported in classrooms by support staff and volunteer help. These adults are effective largely because teachers brief them well and because they work well alongside teachers helping children learn by giving them clear guidance and good encouragement.
15. Provision for personal, social and health education is good and children display responsible attitudes towards each other in and around the school. For example, they behave very well at playtime and lunchtime and relationships in school are good.
16. Accommodation has been considerably improved since the last inspection with the addition of a new block of classrooms and a learning resource centre housing a well-stocked library and ICT suite. However, there are still weaknesses in accommodation which inhibit learning. The hall is

too small to hold the whole school for collective worship and it is too small for children in years 3 to 6 to participate in the full range of physical education activities, particularly movement and gymnastics. There is no suitable secure outdoor play area available for children in the reception classes to use. This limits learning especially in personal, social, emotional, physical and creative development, as children are unable to play outside with large toys in an appropriate and secure area.

Care, guidance and support

Care and support for pupils are **good**. The school consults and involves them **well**.

Main strengths and weaknesses

- Well planned and organised daily routines means children are consistently cared for well
- Some very good initiatives in personal, social and health education provide children with good support
- School and class councils offer good opportunities for consultation
- The lack of playground space and facilities limits children's enjoyment of break and lunchtime

Commentary

17. Teachers, classroom assistants and midday supervisors all give children the same high standard of caring and attentive support throughout the day. The children know this, and it makes them feel safe, secure and ready to learn. The school's emphasis on personal, social and health education forms a framework for this umbrella of care. Some of the best initiatives, such as the healthy schools work and the school and class councils, go a long way towards enabling children to look after themselves and make their own decisions. On the other side of the coin, the bleak and uninspiring playground surroundings mean missed opportunities for children to have fun and learn new skills at break and lunchtime.

Partnership with parents, other schools and the community

The school has **good** links with parents and with other schools. Links with the community are **satisfactory**.

Main strengths and weaknesses

- Information for parents is good overall, with an excellent website
- The headteacher and staff are approachable and accessible to parents
- Transfer arrangements to secondary school work well
- Reports to parents on their children's progress need to be clearer

Commentary

18. Regular, detailed newsletters and curriculum information, together with a thorough prospectus and governors' annual report, are very helpful to parents. The website is an excellent way for them to share their children's best school experiences via displays and accounts of special events. Parents have good opportunities to talk to staff about their children and how they are getting on, both formally and informally. Written reports on progress do not currently give a clear enough picture of how well children are doing and what they need to do next in order to improve.

19. Good links with the local secondary school help prepare children well for their transfer and enable them to settle quickly when they move on. The school makes good use of the secondary school's language specialists. Introductory lessons in French, German, Spanish and Japanese give children welcome insight into other cultures.

LEADERSHIP AND MANAGEMENT

The headteacher provides **good** leadership. Key staff provide **good** leadership. Management is **good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher is an effective leader and manages the school well
- All children and staff are highly valued and included effectively in all areas of school life
- Key staff work as an effective team
- The governors are well aware of the school’s strengths and future priorities

Commentary

20. The headteacher has a clear vision of what the school must do to support children’s academic and personal development and to help them to achieve their best. Inclusion is paramount to his vision and he is extremely successful in taking staff with him to ensure that children are included in all aspects of school life. Strong leadership is leading to improving standards. He gives strong support to the special educational needs co-ordinator who carries out her responsibilities very conscientiously. She manages the deployment of support staff and resources efficiently.
21. The headteacher is very well supported by the deputy head. They work closely with the senior management team, staff and governors to evaluate the school improvement plan and set the strategic direction for the following year. Strong leadership is leading to improving standards. Senior staff have spent much time and energy on identifying successful strategies to improve achievement and this is having a positive affect. The role of the subject leaders is clearly defined; for example, they monitor plans to ensure coverage and consistency between year groups, look at children’s work and carry out an annual subject audit. All teachers are observed at least three times each year but not necessarily by co-ordinators. This limits the co-ordinators’ monitoring of provision in their subjects.
22. Effective analysis of children’s performance enables the school to promote areas of strength and to address areas of weakness. Recent positive developments include the increased use of ICT across the curriculum and improvement in children’s investigative skills in science.
23. Governors make a good contribution to the overall effectiveness of the school. They recognise its significant strengths and have a strong commitment to maintain them whilst being relentless in their efforts to improve standards. During a period of disruption due to major extensive building works, they supported the management team very well. They are very clear with respect to their roles. Governors have subject responsibilities and visit the classrooms on a regular basis and this gives them a good working knowledge of curriculum and classroom practice.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	765832	Balance from previous year	40386
Total expenditure	709961	Balance carried forward to the next	55871
Expenditure per pupil	2247		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

24. Provision for children in the reception classes is satisfactory. The new co-ordinator is managing the provision well and is aware of the strengths and weaknesses. She provides a good example for staff and has established a strong team spirit among teachers and support assistants. The quality of teaching is good in all areas of learning but the lack of a suitable outdoor space constrains important aspects of children's development.
25. As they start school, children's attainment is typical of the age group. They achieve well and reach good standards in personal, social and emotional development, communication, language and learning and in mathematical development because the provision is good in these areas of learning. They make satisfactory progress and reach expected levels in developing their knowledge and understanding of the world and in creative development, but they do not achieve as well as they should in physical development because of the lack of facilities. Teachers try hard to compensate for the lack of suitable resources but children miss out on opportunities for developing confidence, self-esteem and control over their bodies and the way they move.
26. Daily planning is good and teachers and support staff make careful records of children's progress. Adults make notes as children work and discuss these together at the end of the day. This helps to ensure that children are offered the right level of challenge and make small steps in their learning each day.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff establish warm relationships with children
- Children's social skills are developed through well established routines

Commentary

27. Children respond well to the friendly and purposeful atmosphere in the classrooms. Adults ensure that each child is warmly greeted and welcomed each day and this helps children to become less dependent on their immediate family. The consistent pattern of each day helps children to settle into school life and they soon learn what is expected of them. For example, they sit quietly as a class and learn not to shout out answers to the teachers' questions. When working alongside their classmates they learn to take turns and to share equipment, for example when playing a dice game. Most children have made a good start in this area of learning and are achieving well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop an interest in books because teachers read to them frequently
- Children make good progress in learning letter sounds
- The role play area could be used more effectively to extend children's speaking skills

Commentary

28. Children are often captivated when adults read to them because they do so very expressively. Teachers and support staff generate excitement about what is going to happen next, often asking

children to predict what is on the next page. Children often tackle follow-up activities related to the story. For example, after being read 'We're Going on a Bear Hunt', they discussed it with their 'talking partners' and offered good suggestions about what they would do if they actually met a bear. More able children made a good attempt at writing sentences with the support of adults. Children are making good progress in identifying the initial sounds of words. Teachers motivate them well during whole class and group sessions and children are eager to demonstrate which sounds they know and to learn new ones. In an area set aside for writing, some children use recognisable letters in their 'pretend' writing, indicating that they are aware of how letters are used to create words.

29. Although children use the role play area imaginatively when adults join in their play, when an adult is not present, they tend to have little contact with one another. More could be done to encourage children to talk to one another, for example by providing a little more structure to the activities and more frequent adult participation.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers support learning well through practical work
- Detailed planning helps children to progress well

Commentary

30. A good range of practical apparatus is available every day to support children's mathematical development. Objects for sorting and counting are used well to support children's developing understanding of number. Adults take every opportunity to count with children to reinforce their learning. Lists of learning objectives placed alongside the sand and water trays and other apparatus provide support staff and other adults with good guidance about the reason behind such activities. This means that as children play, they are often engaged in conversations with adults, which helps them to get the most out of the activities.
31. Lessons are planned well, taking into account national guidance. During some sessions, children work in ability groups, often with the support of an adult and this helps all children to build well on their prior knowledge and understanding. During a lesson on shape, the teacher used visual aids very well to draw out children's existing knowledge and to offer further challenge. Children responded very well, with most of them identifying and naming correctly two-dimensional shapes including squares, circles and triangles. Some used a drawing program on the computer to draw their own shapes. This proved very helpful in fixing the idea that any shape with three straight sides is a triangle, as children used the 'autoshape' facility to produce a wide variety of examples.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD and CREATIVE DEVELOPMENT

Provision in knowledge and understanding of the world and in creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers help children to take a close interest in the world around them
- Children are encouraged to look at things closely and to spot patterns, similarities and differences
- Children are helped to make choices when creating pictures and patterns
- The lack of a suitable outdoor space limits opportunities in these areas of learning

Commentary

32. Teachers use children's senses effectively as a starting point for many activities. They stimulate children's curiosity well. For example, children look at and feel a selection of fabrics and try to describe them. Adults help them do so by suggesting appropriate words such as shiny, silky and rough. Although all children are not expected to learn words such as opaque and transparent, teachers introduce these to the more able children, indicating a good level of challenge. Building successfully on what children already know, teachers help them to make connections; for example, between the fabrics used in their furniture at home and in the samples being studied.
33. Children look at small creatures through magnifying glasses, watching how they move, counting the number of legs and identifying similarities and differences. Adults encourage care for such creatures, emphasising respect for the fact that they are living things. By looking at old and new toys, such as antique and modern dolls' furniture, children develop an understanding of changes over time. They gain an early understanding of past and present by thinking about events in their own lives.
34. During most days, children are encouraged to work with paints, pastels and other materials such as coloured paper, sequins, wool and lentils to create pictures. Children were fully absorbed as they decorated cut-out teddy bears, applying feathers, cotton wool and peppercorns. They took care in doing so, deciding which materials to use to create a specific effect. Good links were made to earlier sorting activities as the support assistant encouraged children to describe the materials using appropriate vocabulary. Children enjoyed the task and concentrated well.
35. Opportunities for experiences, such as looking at small creatures in their natural environment, and planting and tending their own garden are missed due to the lack of appropriate facilities. Larger scale role play is not possible, for example, using tricycles as 'fire engines' responding to an emergency. As a result, children's learning is constrained.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Teachers use the indoor resources well to support physical development
- The lack of outdoor facilities hinders learning

Commentary

36. Activities in the school hall are planned well and contribute to children's physical development. Small groups are taken into the playground regularly to work with an adult but there is little to do except play with hoops and other small apparatus. Children do not have sufficient opportunities to develop large-scale movements such as climbing to see things from a different perspective or feel different sensations such as hanging upside down or turning over a bar. This hinders aspects of their physical development and their overall achievement.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**. Although children in year 2 are achieving standards in line with the national average, standards are below average by year 6 because of weaknesses in children's writing.

Main strengths and weaknesses

- Standards of reading and writing in years 1 and 2 have improved and are average but writing skills are below average by year 6
- Children's handwriting and presentation of work is inconsistent throughout the school
- Teaching assistants make a good contribution to pupils' learning
- Good leadership is helping to improve standards

Commentary

37. The subject is well led and managed. A determined drive to raise standards is beginning to have some success. Standards in reading and writing are in line with the national average by year 2, but still below average by year 6.
38. Children, including those with special educational needs, achieve well by year 2 but only at a satisfactory level by year 6. There is a good level of support for the wide variation of different groups of children, including the more able, through carefully targeted work. The school has focused on the underachievement of boys and has been successful in improving this through providing additional support.
39. Standards in speaking and listening are below average throughout the school. Children have a narrow vocabulary and this limits their ability to express themselves accurately. The school is tackling this issue well and there are signs of improvement. Children are given many opportunities to speak in lessons and they do this with some confidence. In some lessons, children discuss their ideas with partners and this is helping to improve their speaking and listening skills. A strong emphasis is placed upon the development of specific vocabulary, and the provision of activities to improve children's knowledge and understanding of words. For example, pupils are given a set of synonyms and are required to order them in terms of strongest and weakest. Teachers use questions effectively, expecting children to reply using whole sentences. Introducing children to a good range of poets, storytellers and authors gives them encouragement to use a greater variety of words in their own work.
40. Pupils achieve well in reading by year 2 because of the good quality of teaching and the effectiveness of the support staff. New strategies for teaching letter sounds have been introduced recently and are ensuring pupils have the necessary skills to read unfamiliar words. Pupils enjoy reading and do so with increasing confidence. Achievement by year 6 is satisfactory and standards are about average. Regular reading opportunities occur during the week, including reading individually or in groups and children receive good support from classroom assistants. Comprehensive reading records are kept as pupils work their way through the reading scheme. The older children talk enthusiastically about their reading interests and favourite authors, and their visits to the local community library. Library skills are not well developed, however, and children have limited knowledge of how to locate non-fiction books. They are unsure of what to look for when selecting a work of fiction.

41. The development of writing has been an area of concern and effective strategies have been put in place to raise standards. By year 2, pupils are now achieving at the expected level for their age due to the good quality of teaching. The focus on writing groups for pupils of differing abilities has been effective. By year 6, standards in writing are below average. Children's writing lacks creative flair and is not well structured. Handwriting is not of a consistent style, and spelling is often inaccurate. Punctuation is used correctly but only at a very basic level. Although there are opportunities to write for a range of purposes, many of the key features of writing are missing. There is a lack of use of extended and complex sentences and powerful vocabulary to excite and entertain the reader. The school is aware of these weaknesses and is making every effort to address them in order to raise achievement in years 3 to 6.
42. Teaching is satisfactory and often good. Where the teaching is more effective, children make better progress in lessons. Relationships are strong and this has a positive effect upon learning. The work of the teaching assistants is effective and supports learning well. Where learning is only satisfactory, it is due to a lack of pace, challenge and expectation, and results in low levels of productivity and quality of writing.
43. English features prominently in the school development plan where new strategies to improve learning and teaching are identified. A programme of monitoring is helping the subject leader to identify strengths in the provision and to share effective methods with colleagues.

Language and literacy across the curriculum

44. Speaking and listening skills are promoted reasonably well across other lessons including, personal, social and health education. Good emphasis is given to technical vocabulary in science. Writing is used to support learning in subjects such as history, but insufficient attention is given to helping children to structure their written work particularly when researching information using reference books and ICT. Overall, the teaching of language and literacy across the curriculum is satisfactory.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are satisfactory and improving
 - Assessment linked to individual target setting would make pupils more aware of their own learning
 - Teachers do not offer pupils enough time for the plenary part of the lesson
 - Greater attention needs to be given to grouping pupils within sets and so raising challenge
 - Teachers' marking is not always helpful and some careless presentation by children leads to inaccuracies
45. The school has been successful in its determined effort to improve standards. The introduction of setting from year 3 to year 6 provides for different abilities and helps to extend the more able children. Teachers take great care to ensure work matches children's abilities, although increased challenge could be provided through more careful grouping within sets. Children with special educational needs are well supported by teachers and teaching assistants and achieve as well as their classmates.

46. Target setting has been successfully introduced in year 6 and there are plans to extend this to other year groups. The school uses information from the analysis of test results successfully to highlight areas of strength and weakness. Teachers do not use such information as often as they might in order to ensure that the more able children are sufficiently challenged.
47. Teachers provide stimulating opening sessions for mathematics lessons and resources are used effectively to help children's learning. In year 6, the differences between square and triangular numbers were investigated using patterns of counters. Expectations of the higher attaining children were good and they achieved well. In general, not enough time is devoted to the end of the lesson for children to reflect on what they have learned and what they need to do in order to move forward. Teachers' marking is varied and does not always offer children details about how they can improve. In certain cases, children's accuracy is affected by untidy presentation but teachers do not always comment on it. The use of ICT to support learning in mathematics is being developed with increased confidence. Children in year 4 were enjoying using an interactive teaching program to record choices of different flavoured doughnuts and to produce graphs of the results.

Mathematics across the curriculum

48. There are limited planned opportunities to consolidate and extend mathematics skills in other subjects. The use of graphs and tables to record information about rainfall in geography and timings of falling parachutes in science helps children to understand how graphs are used. These opportunities tend to occur coincidentally rather than as part of systematic planning. The use of mathematics across the curriculum is satisfactory but needs to feature more in teachers' planning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Practical work motivates children and helps them to achieve well
- Children have good opportunities to develop their speaking skills in science lessons
- There is insufficient use of ICT in science

Commentary

49. The level of provision has been sustained since the last inspection due to good leadership and management. Standards are in line with expectations by year 6. Teaching has improved because of the stronger emphasis on practical work and is now good. The benefit to children's learning from this approach was illustrated during a very effective lesson in year 4. Children were very keen to investigate the properties of different soils and were fully involved because each had an individual sample to test. They used magnifying glasses well to closely observe what happened when each sample was sieved and recorded their similarities and differences. A similar level of enthusiasm was evident as children in year 5/6 took on the challenge of finding out the effect of changing the length of wire in a lighting circuit. Children were encouraged to take the investigation further and a few more able children constructed their own 'dimmer switch'. In both lessons, children were encouraged to discuss their ideas and scientific vocabulary was emphasised.

50. Direct experience features in most lessons in years 1 and 2. As a result, children are achieving well and reaching good standards. This was evident during a successful lesson in year 2, where children were investigating the effect of freezing on different materials. Encouraged by the teacher, they made predictions and observed closely. Again, a strong emphasis was given to scientific vocabulary as children suggested appropriate descriptive words and the teacher summarised them on the board.
51. Although children occasionally word-process their work in science and sometimes produce graphs, there is insufficient use of computer sensors to accurately record changes in temperature, light and sound.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with national averages for year 2 but below for year 6
 - Provision has improved since last inspection
 - ICT is beginning to be used more in other subjects, but this needs to be planned more systematically
 - ICT is used well to support the learning of basic skills
 - Assessment is not systematic enough to enable teachers to track children's progress
52. Although the school has worked hard to improve provision, it has not made as much progress as others in keeping pace with developments. Until recently, there was no computer suite and this limited children's progress. Although children in year 2 are confident about how and why they use ICT, the older children are comparatively less clear about this. Children talk knowledgeably about their use of ICT within school and how it is used in the wider world. They have good general skills, such as logging onto the school system, loading software and saving their work.
53. Since the last inspection, the school has improved accommodation for ICT. A computer suite is now part of a central resource base and this helps children to see ICT as a useful source of reference and to develop their research skills using CD ROM material and the Internet. There is a satisfactory range of software but aspects of the curriculum, such as the use of sensors and control technology, are not fully covered by the older pupils.
54. The use of ICT to support the learning of basic skills, especially with younger children is good. A variety of software, some directly from the Internet, helps children in the development of both literacy and numeracy skills. Teaching assistants are able to provide good support, particularly for children with special educational needs, who make good progress.
55. The leadership of the subject is satisfactory. Training has enabled teachers to improve their confidence, knowledge and understanding of how ICT can support children's learning. The development plan for ICT is good and highlights areas for improvement, such as planning for the cross-curricular use of ICT and the introduction of an assessment system. At present, children do not know how well they are doing or what they need to do to improve. This has an effect on teachers' ability to offer challenging activities for the higher attaining children, which limits their achievement.

Information and communication technology across the curriculum

56. Children are beginning to use ICT to support their learning within other subjects. For example in work on 'ourselves', year 2 pupils were using a database to draw conclusions from their searches. As part of learning about how the email system works, year 5 and 6 children were communicating information about the school council to another teacher. This cross-curricular use of ICT is not systematic so there are missed opportunities in some subjects. Overall, it is satisfactory.

HUMANITIES

57. It was only possible to sample work in geography, examine teachers' planning in geography and history, talk to groups of children, and to see one geography lesson. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from talking to children and looking at their work that standards are broadly average in geography throughout the school. The planning shows that pupils receive a satisfactory range of learning opportunities in both subjects.

58. Geography planning shows that a good focus is placed on the development of mapping skills. In talking to year 6 children, it was evident that they had used a range of maps including Ordnance Survey maps. During the observed lesson, year 4 children located places and regions accurately as they prepared weather maps from given data. These children were taught well with the teacher using a good range of resources to make the lesson interesting and to help them learn. The local environment is used well by children in years 1 and 2.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The approach to learning motivates children to try hard
- Resources are plentiful and used well
- The subject contributes well to children's cultural development
- The co-ordinator is knowledgeable, enthusiastic and manages the subject well
- Children are given good opportunities to use their writing skills

59. Children respond with enthusiasm to the good range of interesting learning opportunities. Teachers use resources effectively to help children learn and to interest and motivate them. For example, children in year 3 are shown articles which a Jewish family might have in their household as they celebrate the festival of Hanukkah and they learn the significance of these objects. Children study a range of religions including Christianity, Hinduism and Islam. They have a sound knowledge of festivals, such as Diwali and Eid and are aware of the sacred writings found in the Bible, the Qur'an and the Torah. Year 6 children study the concept of peace by reading translations of Christian, Muslim and Buddhist prayers. Through these and similar activities children are developing a broad cultural awareness.

60. Children are now given more opportunities to make written responses to stories and ideas than at the time of the last inspection. They are encouraged to write and take notes on a range of topics. For example, children in year 6 write prayers for peace, they also write their own Christmas lyrics and year 2 children write their own versions of the story of Rama and Sita.

61. The co-ordinator is knowledgeable and enthusiastic and she manages the subject well. She has improved resources for the subject and she encourages teachers to make visits out of school with children and to invite visitors into the classrooms to speak to them. These enhance the curriculum by broadening the range of learning opportunities. For example, children visit the local

synagogue and the local parish church. Members of the local clergy visit classrooms and speakers from the Salvation Army, Christian Aid and other organisations talk about their work. The co-ordinator keeps a watchful eye on teachers' planning to ensure the correct coverage of topics. However, she has had no opportunities to monitor teaching and learning in the subject to enable her to develop a clear picture of standards across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. The school sees the arts as an area for further development and **art and design** are identified in teachers' planning. Children use a range of media and produce some attractive pictures using pulses to add texture, and colour washes and stippling. Elements of three dimensions add to the effectiveness of the work. The displayed work indicates that provision is satisfactory. There were insufficient opportunities to evaluate provision in **design and technology** because no lessons were seen and there was very little work on display. This is because it is taught largely in blocks of time alternating with art and design.
63. One lesson in **music** was observed in years 1 and 2 and three in years 3 to 6. The teaching is satisfactory overall and children are making steady progress. Teachers have a good understanding of the subject but sometimes misjudge the level of challenge for the younger children, which means they find the tasks too difficult and lose interest. The opposite was the case in years 5 and 6 where children made good progress in composing expressive pieces with percussion instruments. They co-operated well, although in one class the high level of noise distracted from children's learning and spoilt a potentially very good lesson. Lessons in these year groups are too short to enable children to develop and refine their compositions or for them to complete more than one activity. For example, there is little singing in lessons and this is done with all year groups in the hall. The co-ordinator is aware that this limits the quality of learning. Too little music was observed to judge the overall quality of provision or standards. Leadership and management are satisfactory but more will need to be done if the school's ambition to develop the arts is to be met. Children have opportunities to perform and a few learn instruments but there are too few visits or visitors to inspire and motivate children. Opportunities to promote children's cultural awareness through music are missed.
64. In **physical education**, children were only observed in two lessons. In a year 2 lesson, children's progress in learning to throw and catch was restricted by the limited time available. In year 5/6, pupils composed and performed a dance imitating machinery and using robotic movements. They worked co-operatively as a class and in small groups with good control and fluency in their movement. Children evaluated their own work, as well as that of others, in a mature way that contributed to improvement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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
Overall standards achieved	4
Children's achievement	4
Children's attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Children's spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well children learn	4
The quality of assessment	4
How well the curriculum meets children's needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Children's care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on children's views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).