

# INSPECTION REPORT

## **BLUE BELL HILL PRIMARY AND NURSERY SCHOOL**

St Ann's, Nottingham

LEA area: City of Nottingham

Unique reference number: 122504

Headteacher: Mrs Gillian Ransby

Lead inspector: Mr Peter Sandall

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> March 2004

Inspection number: 255543

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
Gender of pupils:	Mixed
Number on roll:	331
School address:	Gordon Road St Ann's Nottingham
Postcode:	NG3 2LE
Telephone number:	0115 915 1161
Fax number:	0115 915 1162
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Julia Davison
Date of previous inspection:	New school: no previous inspection

## CHARACTERISTICS OF THE SCHOOL

Blue Bell Hill is a large primary and nursery school serving the district of St Ann's, close to Nottingham city centre. Virtually all pupils come from the surrounding area. This is a relatively new school, having been formed from the amalgamation of the infant and junior schools in September 2002. Parents and governors regard it as being important to the local community. Within its 331 pupils, there is a similar number of boys and girls. Just over half the pupils are of white British descent. The next largest group is of mixed race, predominantly white and black Caribbean. About ten per cent of pupils are from the families of refugees or asylum seekers, and there are currently 13 pupils at an early stage of acquiring English. The area experiences considerable social disadvantage. Children's attainment on entry to the reception class is well below the standards expected for their age, and many children have poorly developed social and language skills. The proportion of pupils with special educational needs is well above average, as is the number of pupils assessed by the local education authority as needing equivalent support to pupils with a statement of special educational needs. Over 50 per cent of pupils are entitled to a free school meal, which is well above average. There is significant movement of pupils both in and out of the school at other than the normal times. The infant school, on whose site the amalgamated school was based, achieved 'Investors in People' status in 2001; it is intended to apply for this to be transferred to the new school. Initiatives in the school include Sure Start, the Children's Fund, and a Breakfast Club. The school is situated within an Education Action Zone<sup>1</sup>.

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<sup>1</sup> An Education Action Zone is a government funded initiative aimed at raising achievement in underachieving schools or schools in challenging circumstances.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25771	Mr Peter Sandall	Lead inspector	Mathematics Religious education
19664	Mr John Bayliss	Lay inspector	
27369	Mrs Carolyn Sandall	Team inspector	Art and design Design and technology Music Physical education The Foundation Stage curriculum
25775	Mrs Vivien Wilson	Team inspector	English Geography History Special educational needs
22841	Miss Pat Jackson	Team inspector	Science Information and communication technology Personal, social and health education English as an additional language

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

### **Blue Bell Hill offers its pupils a sound education and gives satisfactory value for money.**

The school has developed a strong, collective ethos from very difficult beginnings, and works hard to ensure all pupils feel valued. It has come a long way in a short time. The very good leadership of the headteacher, supported by a very active and informed governing body, has, in less than a year, initiated many improvements and given this new school clear and demanding goals to work towards. However, the quality of teaching needs to improve if pupils' current standards, which are very low, are to be raised significantly. Pupils' achievement fluctuates, being good in the Foundation Unit<sup>2</sup>, unsatisfactory by the end of Year 2, but sound by the time pupils reach Year 6.

This is the first inspection since the amalgamation of the infant and junior schools.

The school's main strengths and weaknesses are<sup>3</sup>:

- The headteacher has shown very good leadership in difficult circumstances.
- Standards in the core subjects of English, mathematics and science are too low.
- There is too much unsatisfactory teaching, particularly for younger pupils.
- Teaching is good in the Foundation Unit, where children make good progress.
- The governing body is very well informed and contributes to the very good management.
- The school has developed a good ethos quickly and in the face of many problems.
- Behaviour is greatly improved and is now good; relationships are very good.
- Attendance and punctuality are unsatisfactory, despite the school's best efforts.

## STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is sound.** Children's attainment is very low when they enter the Foundation Unit. Although they make good progress overall, they still do not attain the goals they are expected to reach by the end of the reception year. Pupils' progress then slows and, by Year 2, standards are well below average in reading, writing and mathematics. The most recent test results confirm these judgements, with results in mathematics being in the lowest five per cent nationally. Achievement is sound in Years 3 to 6, improving as pupils move through the school. Standards in English remain well below average, but improve in mathematics and science, although they are still below average by Year 6. Pupils of differing abilities achieve equally well, as do boys and girls. Pupils with special educational needs and those who use English as an additional language sometimes do better, because of the support they receive from both teachers and teaching assistants.

**Pupils display good personal qualities, and their spiritual, moral, social and cultural development is also good.** Their attitudes are satisfactory, and relationships are very good. Behaviour is good, having improved significantly recently as pupils respond to the school's high

<sup>2</sup> The Foundation Unit offers children of both nursery and reception age the opportunity to access all activities without the restriction of being in separate classrooms.

<sup>3</sup> The strengths and weaknesses are listed in order of significance.

expectations and clear guidelines. Attendance is unsatisfactory, as is the punctuality of a minority of pupils.

## **QUALITY OF EDUCATION**

**The school provides a sound standard of education, although teaching is unsatisfactory overall.** Teaching is good in the Foundation Unit, but unsatisfactory overall in Years 1 and 2, where the learning opportunities provided are too often unsuitable for the needs of most pupils and fail to build on what they already know. Teaching is sound in Years 3 to 6, with examples of good and very good teaching. Most of the very good teaching is in Year 6, where pupils achieve well. Learning is compromised by the high number of pupils joining and leaving the school at other than the usual times, and the unsatisfactory attendance and punctuality of a small number, despite the school's best efforts. The high quality and effective use of the support staff, together with small numbers in some classes, helps to engage pupils in learning. Pupils with special educational needs, as well as those who use English as an additional language, are supported well and make sound progress during their time at the school.

The curriculum provides a good breadth of learning experiences and is enriched by a very good programme of visits and visitors, with plenty of opportunities for pupils to participate in clubs outside the school day. Pupils are looked after very well and have ready access to support and guidance. Partnerships with parents and the local community are very good, as are links with local schools. All this has a positive effect on pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides knowledgeable and very effective leadership which has moved the school a long way in a short time. She is very well supported by a well-informed governing body. All statutory requirements are met. Much energy has rightly been spent on improving relationships and building an ethos for learning. There is a tremendous commitment to valuing all pupils. Strategic planning shows that key priorities are to improve the quality of pupils' education and raise standards, and there is clear evidence that this is happening. This is a school which has a very good grasp of what needs to be done and whose actions are clearly having a positive effect.

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

Parents are positive about the school, recognising that it has improved, particularly in relation to attitudes. They think it is a good school, as do the pupils. The only concern pupils and parents share is about pupils' behaviour. While this has been an issue for the school, the behaviour of the great majority is now good, and occasional unsatisfactory behaviour is handled well.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in the core subjects of English, mathematics and science.
- Tackle the issues which lead to unsatisfactory teaching in Key Stage 1.
- Increase the percentage of good and better teaching to consolidate and accelerate pupils' learning.
- Maintain the focus on improving attendance and punctuality.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Despite achievement being satisfactory overall, pupils attain standards which are below average by the end of Year 6. Children achieve well in the Foundation Stage<sup>4</sup> from a very low starting point, but this achievement is not maintained in Years 1 and 2, where progress is unsatisfactory. It improves in Years 3 to 6, accelerating towards the top of the school, and achievement here is satisfactory.

#### Main strengths and weaknesses

- Standards in English are well below average at the end of Year 6, and in mathematics and science they are below average.
- Achievement, while sound overall, is not consistent through the school, being good in the Foundation Stage, unsatisfactory in Key Stage 1<sup>5</sup> and satisfactory in Key Stage 2<sup>6</sup>.
- Pupils in Key Stage 2 achieve well in information and communication technology and religious education.
- Pupils with special educational needs, and those who use English as an additional language, make satisfactory achievement throughout the school due to the sound level and quality of support they receive.

#### Commentary

1. As this is a new school, it is not possible to make judgements about trends in attainment over time. Children in the Foundation Stage enter school with attainment that is well below average. By the time children leave the Foundation Unit, the majority achieve well but have still not attained the expected goals in the six areas of learning. Standards in tests in reading, writing and mathematics by the end of Year 2 show pupils to be in the bottom five per cent nationally, and standards remain well below those found in similar schools. Inspection evidence shows that standards in science by the end of Year 2 are also well below average. Pupils' achievement is unsatisfactory in Key Stage 1.

#### *Standards in national tests at the end of Year 2 – average point scores<sup>7</sup> in 2003*

Standards in:	School results	National results
Reading	12.2 (N/A)	15.7 (15.8)
Writing	10.1 (N/A)	14.6 (14.4)
Mathematics	12.8 (N/A)	16.3 (16.5)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

2. By Year 6, standards remain well below average in English, and are below average in mathematics and science. This is an improvement on the standards attained in the national tests in 2003, where standards in English and science were well below average and in mathematics were in the bottom five per cent nationally. Pupils' achievement here is

<sup>4</sup> **The Foundation Stage** caters for children from the age of three to the end of the reception year.

<sup>5</sup> **Key Stage 1**, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

<sup>6</sup> **Key Stage 2**, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

<sup>7</sup> **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.



satisfactory because they are starting from such a low level. Standards are below average in both Years 2 and 6 in information and communication technology, although pupils in Key Stage 2 are achieving well. In religious education, standards are below average in Year 2, but by Year 6 they are average, and achievement is good towards the top of the school.

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

Standards in:	School results	National results
English	23.8 (N/A)	26.8 (27.0)
Mathematics	23.0 (N/A)	26.8 (26.7)
Science	26.4 (N/A)	28.6 (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year.*

3. The gains made by children in the Foundation Unit are directly linked to the quality of provision they receive. They reflect the standard of teaching by the teacher and the teaching assistants, the carefully structured work, the encouragement of children to be independent in their learning and the on-going assessment which ensures the children are given tasks at an appropriate level.
4. Pupils in Key Stage 1 do not maintain this progress. In too many lessons, particularly in mathematics and science, demands are pitched at too high a level. Even when pupils get their answers right, they cannot explain why. Tasks are theoretical rather than encouraging pupils to explore through practical activities and explanations are sometimes beyond pupils' understanding or experience. Assessment does not build on what pupils already know, so there are gaps in their understanding which undermine their confidence. The school's leadership is fully aware of these problems, and the transition from the Foundation Unit to Year 1 has a strong focus in the school's development planning.
5. Pupils make steady progress in Years 3 to 5, but only in Year 6 is the teaching consistently good enough for pupils to achieve well. Standards in English and mathematics remain well below average when compared with similar schools, and, although better in science, they are still below those found in similar schools. However, the school's own analysis shows that pupils in Year 6 last year made the expected amount of progress, on average, when comparing these results with the scores they achieved at the end of Year 2. Given the disruption experienced by these pupils during the amalgamation, and the changes in teaching staff, they did well.
6. The improvements in pupils' behaviour and the ethos of the school are clearly benefiting pupils' learning. These are acknowledged and welcomed by both parents and pupils. They are too recent to have an impact on standards as yet, but are a very positive development. The key barrier to raising pupils' achievement at present is the overall quality of teaching. This is particularly the case in Key Stage 1, although some of the issues apply in other year groups too.
7. With helpful support from teaching assistants, most pupils with special educational needs make satisfactory progress towards their individual learning targets within the range of activities provided. However, tasks do not offer enough scope for pupils to explore materials and make their own discoveries. Pupils achieve satisfactorily in relation to their particular needs and ability levels.
8. Pupils at the early stages of learning to use English make satisfactory progress overall. Their progress is good when they have the support of the specialist teacher, but more limited at other times when closely targeted help is not available.

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

Pupils' attitudes to school and learning are satisfactory. Behaviour is good throughout the school. The spiritual, moral, social and cultural development of pupils is good. Attendance is unsatisfactory.

### Main strengths and weaknesses

- The school has very good strategies for promoting good behaviour and monitoring their effect. As a result, there is an orderly, calm atmosphere in and around the school.
- A very positive ethos is supported by strong social and moral teaching in assemblies and elsewhere.
- The promotion of cultural development is very good.
- Despite very good strategies for improving attendance and punctuality, they remain unsatisfactory when compared with the national position.
- Pupils work and play well together and care for each other, and relationships are very good.
- Too many pupils lack the expected level of confidence and self-esteem for their age, which for many affects their attitudes to learning.
- Pupils like school, enjoying what it provides for them.

### Commentary

9. The school sets very high standards for behaviour, and almost all pupils respond well to them. While a few parents have some worries about behaviour in the school, all agree that it is much better than it used to be. The improvement that has taken place in recent times, following the amalgamation, is very much a reflection of the revised behaviour management strategies that have been developed and refined to a point where they are now models of how to deal with pupils whose self-discipline and social skills are not well developed and who find it difficult to be responsible members of the school community. The school's policies, particularly the development and implementation of a computerised tracking system in conjunction with a local software company, are very well organised. They are sensitive to pupils' personal circumstances but, at the same time, recognise the right of the majority to work without distraction from those unwilling to meet the school's expectations. As a result, it was necessary as a last resort, having exhausted all other options, to exclude a number of pupils for a fixed period, during the past year, because of their inability to comply with school rules. The work of the learning mentor responsible for monitoring the system and liaising with staff, pupils and parents is of very high quality, contributing significantly to the improvements that have been made.

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	182	7	
White – any other White background	11		
Mixed – White and Black Caribbean	67	1	
Mixed – White and Black African	1		
Mixed – White and Asian	7		
Mixed – any other mixed background	13	1	
Asian or Asian British – Pakistani	5		
Black or Black British – Caribbean	21		
Black or Black British – African	17		
Any other ethnic group	7		
No ethnic group recorded	18	1	

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

10. School rules are very clear. The great majority of pupils understand how their actions affect others and they respect the school rules, which they think are fair. There is a calm, constructive atmosphere in and around the school with pupils behaving responsibly, treating each other and the school premises with respect. No unsatisfactory behaviour, other than of a very minor nature, was observed during the inspection. The response to instructions from teachers is almost always good. In general, pupils are courteous and polite, being friendly with adults but never in a disrespectful way. Teachers and support staff present very good role models, promoting the principles of right from wrong and dealing with occasional instances of inappropriate behaviour consistently well. Learning support assistants and mid-day supervisory staff relate well to the pupils. They provide good support in classrooms and during lunchtimes that has a positive effect on learning, behaviour and safety. The school's anti-bullying strategies work very well.
11. Whatever their ability, most pupils of all ages try to do their best most of the time, even when, at times, the lesson is less stimulating than it might be. A group of pupils from Year 6 speak of how much they enjoy lessons, struggling to find anything they don't like. They are proud of their school, talking of how, although rules are strict, they are fair and learning is made fun with all being treated equally. They would happily recommend it to friends, one saying 'You couldn't buy better'.
12. Relationships amongst pupils, and between pupils and teachers, are very good. Pupils readily help each other when given the opportunity. All pupils, whatever their age, sex or personal circumstances, get on very well and nothing was seen to suggest that, when the very occasional incident of inappropriate behaviour occurs, it is oppressive. There is no evidence of vindictive bullying or sexism within the school. In the playground there is some occasional boisterous behaviour, but no more than that to be expected when pupils are given the opportunity to let off steam away from the constraints of the classroom. Break and lunchtimes are pleasant social occasions.
13. Opportunities for pupils to show initiative and display personal responsibility, though routine, are readily grasped. They steadily increase through the pupils' school life, but more might be done to extend pupils' involvement in, for example, assisting with assemblies and other activities that allow pupils to contribute to the smooth running of the school. The children in the Foundation Unit are encouraged to make decisions and be independent. Assemblies focus on positive attitudes with constant reinforcement of the positive ethos of the school. Celebration and class assemblies are much enjoyed by pupils and parents alike. Throughout the school, the pupils mature as individuals, becoming socially aware, developing views and opinions that are soundly based, and being able to express them sensibly, as when pupils in Year 6 talk about what they like best, and not so well, and about what the school provides for them, showing sensible attitudes and growing maturity. All the pupils readily involve themselves in charitable activities, recognising the need to help those less fortunate than themselves. Inspectors confirm the view of almost all parents that the school is helping its pupils to become mature and responsible members of the community.
14. The school makes appropriate provision for the spiritual development of the pupils. Statutory requirements for a daily act of worship are met. Through these assemblies and class discussions, for example in personal, social and health education lessons, the pupils are taught to reflect on their own actions and those of others, show consideration for others, listen to others and learn to respect their views.
15. Pupils' cultural development is very good, preparing them well for life in a multi-cultural society. Pupils, who benefit from the wide range of cultures represented in the school, are provided with a range of opportunities to appreciate their own and others' cultural traditions. Much of this is delivered through the curriculum, for example through stories from other cultures and religions, through religious education, history and geography, and the work of a range of artists. Stimulating displays and collections of artefacts throughout the school reinforce pupils' awareness of the wider world outside.

16. The school tries very hard to improve attendance, and very good procedures are in place. Morning registration routines are efficient in all classes, and there is a prompt start to the day. The great majority of pupils attend school regularly and truancy is not a problem. Records of attendance are properly maintained and comply with statutory requirements. The school's procedures for recording lateness, which is higher than it should be, and unauthorised absence, are rigorous. Lateness, when it occurs, is generally of a minor nature and not disruptive to lessons.
17. Recent attendance levels have been below those achieved by primary schools nationally. However, thanks to increased personal contact with parents, both by school staff and its educational welfare officer, there has been a progressive improvement during the past year so that results for the latest half term are much closer to the national average. Attention has been focused on those parents inclined to keep their children away from school for trivial reasons. Apart from the usual childhood illnesses, absence levels are a reflection of some parents organising holidays during term time and problems presented by some parents or carers with a lax attitude to the importance of regular attendance, hence the high incidence of unauthorised absence. Absence is a concern to the school because it has an adverse effect on pupils' progress, as those involved miss areas of learning and, consequently, have gaps in their knowledge and understanding.

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

Authorised absence		Unauthorised absence	
School data	6.8	School data	1.3
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.*

18. In lessons, although there is often some initial reticence to get involved, most pupils enjoy taking part in question and answer sessions, during which they are happy to take turns without inappropriate shouting out. However, too many lack confidence and do not, therefore, play as full a part in lessons as they might. Those who do get involved, and eventually this is the majority because of the support they are given, show the expected level of interest in what they are doing and happily involve themselves in whatever activity is presented to them.
19. Pupils from a wide diversity of cultural backgrounds are very sensitively supported. The school makes great efforts to ensure full inclusion in all activities. Encouraging support from teaching assistants helps the concentration and confidence of pupils with special educational needs. When a pupil's behaviour disturbs a lesson, teaching assistants respond quickly and support the teacher well in implementing the school's agreed behaviour policy.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a sound education for its pupils. The school's ethos supports learning very well, as does a shared commitment to improvement and very good leadership and management. The care of pupils is also a strength.

### **Teaching and learning**

Teaching and learning are unsatisfactory overall. They are good in the Foundation Unit, unsatisfactory overall in Key Stage 1 and sound in Key Stage 2. Assessment is satisfactory overall, although better in the Foundation Unit. In Key Stage 1 it is unsatisfactory.

### **Main strengths and weaknesses**

- The unsatisfactory teaching in Years 1 and 2 affects pupils' progress.

- Assessment is not used well in the transfer from the Foundation Unit to Year 1, nor to ensure appropriate learning in Key Stage 1.
- The school's leadership is very aware of teaching issues and is actively working to improve the quality of teaching and learning.
- Teaching in the Foundation Unit shows good awareness of children's needs.
- The good quality teaching in Year 6.
- Good tracking systems give the school a clear view of the progress of both individuals and groups of pupils and are used effectively to set targets for achievement.
- Teaching assistants and support teachers are used well and make a very good contribution to pupils' learning.
- Individual learning targets are beginning to help pupils to know what they need to do to improve.

## Commentary

### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very poor
0 (0%)	6 (12%)	21 (42%)	17 (34%)	5 (10%)	1 (2%)	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.*

20. The school has, rightly, placed a strong emphasis in the recent past on creating an ethos in which learning is encouraged and seen as important by pupils. Most lessons now are well-ordered and purposeful, with teachers and pupils able to focus on the learning intentions. Teachers generally expect high standards of behaviour and, in most cases, pupils respond positively. They are supported well, both by learning support assistants and extra teaching staff, a necessity in view of the number of less able pupils, as well as those who use English as an additional language. In only one lesson out of the 50 seen did unsatisfactory behaviour affect the pupils' learning, when poorly chosen tasks and methods led to disruption which the teacher failed to control effectively. For the most part, teachers and pupils show a mutual respect which contributes significantly to the quality of learning. The oldest pupils, in particular, benefit from this. There is an excellent focus on equality, which values every pupil and ensures that all are given the same opportunities to achieve.
21. There is an appropriate focus on the skills of literacy and numeracy, including extra sessions to support pupils who need a boost to achieve the next level. There is evidence of writing skills being applied in other subjects, but fewer opportunities for pupils to develop their speaking skills, the lack of which impedes their progress in other areas. The quality of teaching in mathematics fluctuates considerably. In some very good lessons, clear expectations and meaningful tasks lead to pupils making good and very good progress. This is particularly true in Year 6, where the teachers are very aware of the abilities of individual pupils and pitch work accordingly. At other times, pupils are asked to undertake tasks which are either poorly explained, or too difficult, often without the help of practical resources. While pupils of different abilities in English and mathematics lessons are given more and less demanding work, too often this is not well matched to their ability, nor is it particularly helpful in extending their understanding. Teachers' planning in some classes is not sufficiently influenced by careful assessment of pupils' progress on a regular basis.
22. Information and communication technology skills are taught well, and good use of these is made in other subjects, for example in constructing graphs or designing art work, although many pupils struggle with spelling and grammar in word processing because of weak skills in English. There is less evidence of pupils applying their mathematical knowledge in other subjects, or using other subjects to introduce skills in a practical way, such as through using scale and ratio in mapping in geography.

23. Currently the good progress made by the children in the Foundation Unit is not continued as they move into Year 1. However, the Foundation Unit has only been operating for a term, and the pupils currently in Year 1 did not benefit from this provision. Despite this, too much of the teaching in Key Stage 1 is unsatisfactory, with the learning opportunities provided failing to match the pupils' needs. This is essentially the result of unsatisfactory assessment procedures. Pupils are too often being taught at a level assumed to be appropriate, rather than matching it to where they actually are. Because pupils do not have sufficient basic knowledge, they are unable to take advantage of otherwise satisfactory teaching. This lack of accurate assessment also makes it more difficult for temporary teachers to pitch tasks at a suitable level.
24. The school's leadership is closely monitoring the quality of teaching and learning and is well aware that this is the key to raising attainment. The quality of this monitoring is of a very high standard and there is evidence that it is already leading to overall improvement. However, as the headteacher has been in post for less than a year there is still progress to be made. The headteacher's own monitoring of teaching and learning shows a very clear recognition of the issues to be addressed and that these have been discussed with the teaching staff. The great majority of teachers are fully committed to the school and work extremely hard, a good basis for continuing development.
25. Teaching assistants and support staff are of very high quality and make a significant contribution to pupils' learning. Many teaching assistants were trained at the school and have great loyalty to it. For its part, the school is fully aware of the contribution they make, and they are, rightly, highly valued. The quality of teaching provided by both specialist teachers, who support pupils from ethnic minority backgrounds, is consistently good and is significant in helping pupils who use English as an additional language to make sound progress and, when they are withdrawn for support, their progress is good.
26. Teachers modify lesson tasks to suit the ability of pupils with special educational needs. Good support from teaching assistants helps pupils to gain confidence in talking and attempting tasks individually and in small groups. Strategies are used successfully to integrate these pupils into the work of the class. Good assessment leads to suitable targets for improvement, and pupils make sound progress. However, planning is not always sufficiently detailed to link with targets on pupils' individual education plans. Tasks do not allow pupils enough opportunities for active, exploratory learning, particularly in Year 1.
27. The school's tracking system provides good quality information about the progress of individual pupils and the effectiveness of teaching and learning. It is used to set challenging targets for the progress of both individuals and groups. Pupils are also being given personal targets, linked to National Curriculum levels, in both English and mathematics. While these are in their early stages, and not always consistently applied, pupils in Year 6 are at least aware of their own standards and of what they must do to improve.

## **The curriculum**

The curriculum provided is good overall and is very well enriched by other activities. Accommodation and resources both support the curriculum very effectively.

## **Main strengths and weaknesses**

- There is a wide range of well-planned curricular opportunities that are accessible to all pupils.
- The curriculum for Year 1 does not always meet the needs of the pupils in some subjects.
- Provision for creative arts is very good.
- The opportunities provided beyond the school day are very good and enrich the statutory provision.
- The number and quality of support staff are very good and have a positive impact on pupils' learning.
- Provision for pupils' personal, social and emotional development is well planned.

- Pupils with special educational needs, as well as those who use English as an additional language, are catered for well.
- Accommodation is both generous and used very well.

## Commentary

28. Throughout the school, there is an inherent culture which places great emphasis on valuing all pupils equally. At the same time, the school works hard to support their learning in the widest sense through a broad and strongly enriched curriculum. Schemes of work for all subjects meet the statutory requirements of the National Curriculum, and religious education is planned in accordance with the locally Agreed Syllabus. Careful attention is given to the planning for mixed age classes. Curricular provision for pupils with special educational needs and pupils who use English as an additional language is good. However, in Key Stage 1 the curriculum taught is not always matched to the needs of groups or individuals. At times there is a failure to recognise that a significant number of pupils do not have the basic skills to cope with the usual curriculum for pupils of this age. This is a major focus in the school's development planning.
29. Pupils' cultural backgrounds are recognised and celebrated as a natural part of learning, as was seen during a lesson in the computer suite, where pupils were encouraged to search for the flags of their country of origin. The school strongly promotes the creative aspects of pupils' learning, and the rich variety of very good displays around the school is a testimony to this. Opportunities for personal, social and emotional development are not confined to personal, social and health education lessons, but permeate most aspects of school, with a very positive impact on the school's ethos.
30. The curriculum is excitingly enriched by the very good range of activities provided for pupils during lunchtimes, before and after school. The breakfast club and, for older pupils, the evening homework club operate throughout the week. At lunchtimes, there are always several activities to engage the pupils including, on a rota basis, the opportunity to play quietly in the 'sanctuary'. Instrumental music tuition, singing and dancing, gymnastics, ice-skating, fitness and arts were amongst lunchtime and after-school activities offered during the inspection, but some activities change each half-term in order to maintain interest and enthusiasm. Library and computer clubs are offered, as is a special arts session for asylum seekers and their parents.
31. The large number of support staff make a valuable contribution to the pupils' learning. Specialist teachers, such as those to support pupils from ethnic minority backgrounds, and classroom assistants are knowledgeable and well trained. They are clear about their roles and work alongside class teachers providing very good support for pupils in lessons. The learning mentor provides excellent support to those pupils who, from time to time, need the space to resolve difficult emotional issues. He also provides a very valuable link with parents and the wider community.
32. There is good curricular provision for pupils with special educational needs, particularly for developing their literacy and numeracy skills. Pupils are included fully in all aspects of school life. Good liaison with outside support groups ensures that pupils receive additional teaching and resources as necessary. Good resources, including a well-equipped multi-sensory room, provide effective support for a range of pupils' additional needs.
33. The school has very spacious accommodation. This is well-maintained and very attractively decorated, creating a warm, welcoming environment conducive to good learning. Good use is made of the adequate computer suite and the extremely attractive library. Wide, carpeted corridors with several small, cosy areas are used well for group work and extension activities. The two good-sized halls give plenty of opportunity for physical education and music, as well as allowing for both whole-school and separate key-stage assemblies. The peaceful sanctuary is used particularly well for social and emotional development. Although the outdoor space does not offer suitable grassed areas for sports activities, there is a good hard surface and extensive, attractive grounds, providing many opportunities for

environmental education and of which the school is making good use. The Foundation Unit has very good indoor and outdoor facilities.

### **Care, guidance and support**

The school meets its obligations for child protection and for ensuring pupils' welfare very well. Pupils have good access to support, advice and guidance. The involvement of pupils in the work of the school is satisfactory.



## **Main strengths and weaknesses**

- The school supports its pupils very well, whatever their circumstances, by ensuring that they can work in a warm, orderly, caring and safe environment in which all can flourish.
- The learning mentor offers very good support to pupils with a range of problems.
- Teachers' knowledge of the pupils as individuals is generally used well to provide good access to support, advice and guidance.
- Support for pupils joining the school is good so that they settle happily into their school life.
- Parents are appreciative of the care and support provided for their children.

## **Commentary**

34. Blue Bell Hill is a very caring school that looks after its pupils very well. Child protection arrangements meet statutory requirements, with members of staff understanding their responsibilities and undertaking them conscientiously. The very effective welfare support that the school provides enhances the quality of education enjoyed by the pupils, ensuring that they can work in a secure and happy environment. Parents are happy with the attitudes and values promoted by the school, and the support given to their children. The pupils are happy at school, with a pupil in Year 6 commenting 'You get treated with respect'.
35. There is very strong pastoral support for pupils and their parents. All adults in the school follow the example of the very caring headteacher by putting a high priority on the needs of the pupils. Regular risk assessments are undertaken to ensure that the facilities provided for the pupils' health and safety, including those for fire safety and first-aid, are of very good quality. Educational and social inclusion have a high profile in the school so that all the pupils are given equal consideration, and receive proper support, appropriate to their individual needs, whatever their background or personal circumstances. Provision for pupils with physical disabilities is good. Staff respond sensitively and positively to pupils' individual needs and, as a result, the school is successful in promoting social integration and harmonious and caring relationships exist both in and out of the classroom. There are well-organised arrangements for playground supervision with teachers, support staff and lunchtime supervisory staff, who relate well to the pupils, ensuring that pupils are well looked after during periods of outdoor activity. Pupils who feel the need to withdraw from playground activities are able to make use of the 'sanctuary', a room for quiet play. This high quality support has a positive effect on behaviour and safety and contributes well to the school's strategies for learning.
36. Arrangements for providing pupils with help and guidance are good, with trusting relationships existing in the school that allow the pupils to feel comfortable sharing worries with teachers and other staff. There is regular discussion amongst staff about the personal needs of individual pupils which ensures they are met.
37. An effective 'buddying' system offers support for pupils joining the school. The care of new pupils from minority backgrounds is very good. Wherever possible, a 'buddy' with the same home language is found to provide help and support. Ready access to the learning mentor provides pupils with an opportunity to seek guidance in a slightly less formal way that some pupils find welcome. This very good provision demonstrates the school's commitment to the welfare of the pupils in its charge.

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

Links with parents are very good, as are those with the both the local and wider community. There are good support programmes for parents. Links with partner institutions are very good.

## **Main strengths and weaknesses**

- There are very good links with parents, enhanced by the parent support worker.

- There is a wide range of very strong partnership activities with other schools and with the community.
- Very good quality information is provided for parents.
- The school makes good provision for parental support and training.
- Parents are supportive of what the school is doing; they think it is a good one, but too few are involved in supporting learning at home or in school.

## Commentary

38. The great majority of parents responding to the parents' questionnaire, as well as those attending the pre-inspection meeting, have positive views about most aspects of the school's provision for their children. They think the school is a good one that has improved considerably since amalgamation and is likely to improve further because of good management. A few have worries about behaviour, but all have seen considerable improvement in recent times. The school is seen as a happy place that their children enjoy being a part of.
39. Parents are provided with very good information about what is happening in school and what their children are doing. The school prospectus and the governors' annual report to parents are very informative, produced in a user-friendly style attractive to parents. There is an 'open-door' policy that encourages parents to communicate with the school. The headteacher is happy to meet with parents at any time, as are teachers, especially at the start and end of the day. Administrative staff relate easily to parents, helping many to overcome their reluctance to get involved on a more formal basis. Regular school and class newsletters are provided that give parents very good information about what is going on in school and how they can help its work. Meetings are held each term when parents are invited into school to view their children's work and to discuss progress. Curriculum workshops are held, and parents are provided with an annual written report and targets for improvement are discussed with them. A weakness in some reports is that the reporting of subjects other than English, mathematics and science is brief, with little information given to parents about how attainment matches that expected. Overall, however, the reports are of good quality and they meet statutory requirements.
40. The school tries very hard to get parents involved in its work, both in school and at home, recognising the importance of good relationships with parents and working hard to promote its partnership with them as well as being anxious to seek their views. However, the impact of parents' involvement in the work of the school is much less than might be wished. A few parents help directly in school, making a valuable contribution to its work, but overall the impact of parents' involvement on the work of the school is unsatisfactory. There is recognition that many parents are unable to directly support the work of the school because of work commitments or other personal circumstances. Even so, the school recognises that more can be done to get parents involved. Recent initiatives, such as the way the parent support worker is organising a range of adult education and family learning programmes in conjunction with the local further education college, as well as offering family support services, are positive strategies that are promoting liaison with parents very well.
41. There is a very constructive relationship with partner institutions with the school benefiting from its association with other local schools by sharing experiences and best practice. It has benefited considerably from the work of the local Education Action Zone, with staff playing a very full part in its activities. Arrangements for the smooth transfer of pupils to the next stage of their education are very well organised. The school's links with the local and wider community are very good. There is good use of school facilities by community organisations. Partnerships with a wide range of commercial organisations have been of mutual benefit, enriching the curriculum by extending pupils' knowledge and appreciation of the world outside school, as well as giving them opportunities to be directly involved in developing the work of the school.
42. The school involves parents fully in its provision for pupils with special educational needs. Regular reviews show how pupils are progressing towards their learning targets and these

are shared with parents. All aspects of the process comply with the nationally recognised Code of Practice in the assessment of pupils' needs. Specialist teachers are immediately involved with the parents of pupils from ethnic minority backgrounds, providing a supportive network for both them and their children.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher has shown very good leadership in the short time since her appointment. The good management and leadership of other key staff reflect not only the work they have undertaken, but also the short time the amalgamated school has been in place. The governance of the school is very good. All statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher's leadership is the mainspring of the school.
- There is a strong focus on the importance of raising both pupils' achievement and standards.
- The school has a strong commitment to equality of opportunity for all its pupils.
- The governing body makes a major contribution and is fully involved.
- Strategic planning fully supports the school's ambitions.
- Self-evaluation is embedded and the results put to effective use.
- The leadership of teaching and the curriculum is focused and knowledgeable.
- Good financial management supports the school's educational priorities.

### **Commentary**

43. The school's very good leadership is a consequence of the headteacher's vision and ambition. In post for less than a year, she has been instrumental in creating a blueprint for a successful future and in carrying key people with her. She has identified priorities correctly and has been tireless in putting them into practice. She is fully aware of the school's strengths, its weaknesses and the barriers to improvement, and is working with all staff to lift expectations. Given the school's recent history and current circumstances, it is hard to see what more she could have done. Her expressed intention is to make Blue Bell Hill the best school in Nottingham. The school's mission statement is on display to everyone before the building is entered and reflects the prevailing attitude: 'Aim high; try very hard; celebrate success; respect and care for each other'.
44. It has been an immense challenge to improve the confidence and self-esteem of many pupils. Together with behaviour management and the integration of all pupils, whatever their needs, it has been successfully achieved. The headteacher has rightly identified the importance of creating a well-balanced society with a common purpose as the way forward to raising standards and improving progress overall. Diversity is respected and all pupils are valued. Both parents and pupils appreciate the changes that have been made.
45. The governing body is very supportive while at the same time holding the school to account. Governors are very well organised and fully informed, aware of the issues facing the school and taking a full part in the decisions about the actions to be taken. Relationships with the school are very good and are based on mutual respect. Governors are fully committed to building a successful school which will serve the needs of its community. Their involvement in school evaluation is exemplified by the way in which they regularly monitor the progress of the school improvement plan. They make an excellent job of fulfilling their statutory duties.
46. Through her own monitoring, as well as that carried out by her colleagues, the headteacher is fully aware of the issues within the quality of teaching and is working to instil good practice as quickly as possible, using the best teaching as an example wherever she can. She knows that good or better teaching is needed to raise standards when many pupils' attainment is well below average. Major curricular innovations, such as the creation of a Foundation Unit for the nursery and reception children, are proving to be very effective.

47. The school makes very good use of performance data from both national tests and its own assessments, although the implementation of this into teachers' planning is not yet effective throughout the school. Results are analysed and used to inform the teaching of core subjects such as English and mathematics. Pupils' progress is checked regularly and used to set targets for both annual and overall attainment. Class targets form part of teachers' performance management, although this is in its early stages, performance management having lapsed until recently. The headteacher has an individual meeting each term with every class teacher to discuss progress. There is a strong commitment to staff development, with clear records and a balance between supporting school and personal needs.
48. The school has good arrangements for the induction of staff, whether newly qualified or new to the school. Staffing is a complex issue in an amalgamated school, and the headteacher and governors have an ideal staffing structure to work towards, as finance and personnel permit. There is a strong commitment to employing a good number of high quality support staff, and the effect they have fully endorses this.
49. Provision for pupils with special educational needs is co-ordinated well and managed and monitored efficiently. Good liaison with teachers and support staff encourages their strong commitment and understanding of how to deal with pupils' needs. Teaching assistants are included in all aspects of pupils' learning and their input is valued. The expertise of the governor with responsibility for special educational needs makes a very effective contribution to the coordination of resources and learning. Enthusiastic, sensitive leadership also provides staff with good support for all issues relating to the needs of pupils who use English as an additional language, as well as cultural diversity.
50. The school has benefited from close partnership and support from the local education authority. The main barrier to learning, the poor behaviour of a significant number of pupils, has been dealt with effectively. While some staffing issues are beyond the school's control, it makes good use of teachers, and non-teaching staff are very well deployed. The way in which the school has tackled difficulties over a very short time, and the quality of the planning to meet perceived challenges, indicates that the school is well placed to continue its improvement.

***Financial information for the year April 2002 to March 2003<sup>8</sup>***

Income and expenditure (£)		Balances (£)	
Total income	1,285,989	Balance from previous year	42,446
Total expenditure	1,387,825	Balance carried forward to the next	(59,390)
Expenditure per pupil	3,750		

51. The school makes good use of the money available to it. The financial planning process is well organised, with a clear cycle of planning and review that is linked directly to the school improvement plan. There is very good liaison between governors, the headteacher and staff in formulating the budget. Governors play an active part in managing the budget. They explore all options open to them and take decisions with confidence because of the objective information provided to them by the headteacher and the support provided by staff from the education finance department of the local authority.
52. The financial resources available to the school are properly targeted towards raising standards throughout the school. There is a clear understanding of the risk of fluctuating numbers on roll, and contingency planning is organised well to respond to any changes in

<sup>8</sup> The figures above are as agreed with Nottingham Local Education Authority, being those for five months pre-amalgamation and seven months after. The primary school did not start from a zero balance position. The deficit balance is misleading as it does not include some £75,000 that should have been made available as part of the amalgamation arrangements but was not received by the year end. It forms part of the income for 2003-04. A positive balance of something over £15,000 is therefore a better indicator of the school's financial position at the end of the 2002-2003 financial year.

circumstances. The school's financial position is now well under control. Recent, and expected, levels of funding have resulted in the expenditure per pupil being brought closer to the national average than in the past.

53. The school's overall administration arrangements, and the day-to-day control of its finances, are of high quality. Administrative staff are well organised, competent and committed. They make a significant contribution to the smooth running of the daily life of the school community. There is a good awareness of the need to apply best value principles when deciding how to balance the needs of staffing, accommodation and resource provision. Governors play an effective role as 'critical friends'. They question the school's performance using a variety of information to inform them about how this compares with what is expected and what is achieved elsewhere. They are aware of the need to obtain best value in purchasing services and resources and have good procedures for ensuring that value is obtained. Consultation with parents is presently a weaker element. Governors are aware of the need to challenge what is going on in the school and do so sensitively but with rigour.

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

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

54. Provision for children in the Foundation Stage is good. The newly developed Foundation Unit is welcoming, attractive and well managed by a good team with a high level of expertise. The unit has recently been established and provides opportunities for the children of nursery and reception age to access all the activities, without the restrictions apparent when nursery and reception children have separate classrooms. A 12-week cycle of activities provides a clear and effective plan, ensuring all aspects of the curriculum are covered. The children enter the school with levels of attainment that are well below those expected for children of a similar age and reach levels below those expected by the end of the reception year. The leadership is good, as is the management of the team. The organisation of the Foundation Unit is very recent, having been in place for less than a term, but is already proving effective in raising children's achievement.
55. Because the teaching is good and the curriculum is well planned, children explore and investigate, interacting well with staff throughout the session. However, an opportunity for children to meet together and to share their successes at the end of a session could be included in the planning. Children who have special educational needs receive good support. They achieve well in relation to their targets. Children for whom English is an additional language also achieve well through good support. Parents are welcome to bring their children into the unit in the morning or at mid-day and are encouraged to talk to staff. Accommodation and resources are very good, which enhances the children's learning both in and out of doors.

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

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

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

- Children achieve well because the good teaching encourages children to think for themselves.
- Staff work as an effective team and relationships are very good.
- Children behave well and are learning to share and take turns.
- Children feel safe and secure because of the high level of care provided.

#### **Commentary**

56. Due to the good teaching children achieve well. They are not on track to reach the expected levels in this area of learning by the end of the reception year because of their low level of attainment when they enter the unit. The children use all the areas of learning and are not confined to nursery and reception rooms. All children choose their own resources and are encouraged to think for themselves in their play, selecting activities which provide a greater challenge where appropriate.
57. Children have very good relationships with both staff and other children. The staff work together as an effective team and their encouragement develops children's confidence, concentration and self-esteem. Constant attention is given to the needs of individual children, using good assessment procedures to track their progress.
58. Children are encouraged to take turns, for example in the snack bar. They decide when they would like to eat their fruit and select their name from a class list. Children work sensibly and are able to select from a range of activities planned by the teacher. They know how they should behave and respond positively to the high expectations of all staff.

59. Because of the value placed on building relationships all children, including those with special educational needs, or those who use English as an additional language, work together happily with a real sense of community. The staff know their children well and provide a high level of care, resulting in children feeling safe and secure.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well through a good range of planned experiences.
- Role play and opportunities for speaking and listening are planned carefully.
- Library areas are attractive and well resourced.
- Children have plenty of opportunities to 'write' throughout their time in the Unit.
- All children's contributions are valued by staff.

### **Commentary**

60. Children are not on track to reach the expected levels in this area of learning by the end of the reception year. Despite this they achieve well because the teaching is good and the curriculum is planned at the right level for all children to make progress. There is a good breadth of opportunities in which to develop their speaking and listening, reading and writing skills. Whether shopping in the 'garden centre', playing in the 'home corner,' or engaging in one of the many activities provided, children of both nursery and reception age have good opportunities to share and talk together. Throughout the Unit, staff seize every opportunity to extend children's speaking and listening, for example, when looking at worms, planting flowers, making currant buns, or talking about 'special things' in 'circle time'<sup>9</sup>.
61. Although reading areas are attractive and children have plenty of opportunity to sit and read, these areas are less well used. The book areas in both rooms are comfortable and appealing but very few children use them on a regular basis. Many are still to develop a love of books. Story time, using 'big books', is a daily event with both groups of children. Children receive good encouragement to read, for example through using the story of 'The Enormous Watermelon' as a focus for art and science. Older children recognise some letter sounds and use them in their writing.
62. Good planned opportunities provide children with varied writing experiences, both with teachers guiding and encouraging their first efforts, and in independent activities where children can write and display their work, using the 'message board' or 'office' resources. Due to the good teaching, children achieve well and make good progress throughout the Foundation Unit, attempting to form letter shapes and some making good attempts at writing their names.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because of the good range of learning opportunities.
- Good assessment ensures that children are taught what they need to know in order to improve.
- Mathematical experiences are well developed through a good range of resources.

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<sup>9</sup> 'Circle time' is a session provided for children to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

## Commentary

63. Because the teaching is good, imaginative and well focused, children achieve well. Results from early assessments show children achieved a score in mathematics which was higher than in other areas tested. This is recognised in the planning, where work is carefully matched to the children's developing understanding of mathematical concepts. Some younger children recognise a missing number from a number line and place the numbers, from one to ten, in the correct order. Older children enjoy the fun of a practical session to recognise how many animals remain in a box, when a set number are removed, with their answers being mostly accurate.
64. A good range of mathematical experiences, relating to everyday situations, is planned on a daily basis. For example, children use money in the 'garden centre' to buy their 'plants', or try to decide whether the teapot containing pear pieces is full or empty when the water is tipped out. Most children are still to achieve the expected goals by the end of the reception year, and some achieve very well in this area of learning.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is a good range of well-planned experiences throughout the Unit.
- Children's curiosity is catered for effectively.

## Commentary

65. Staff provide children with plenty of good opportunities to explore and investigate, for example, how worms move and where they like to live. They recognise changes that take place, as they feel a stone, and agree that it has become warm because it has been passed around a circle of children. They recognise objects that are rough and smooth and say that the watermelon is 'heavy' and 'cold', describing properties in terms of weight and texture. Children select resources and try out a range of techniques to construct and join, many resulting in a 'mobile' which balances. One child inventively produced a mobile (telephone) mobile! Although children are provided with a good range of experiences, their low starting point means they are unlikely to reach expected levels by the end of the reception year.
66. Children use computers in both areas of the Unit and operate the mouse when using simple programs. Displays indicate a good understanding of time and place in terms of themselves as babies and children's awareness of their street in the local area. They learn about cultures and beliefs when looking at the Chinese New Year, the celebration of Divali, harvest festivals and Christmas. They celebrate both children's and staff birthdays, making them special and social occasions.
67. Religious education is taught as an integral part of the curriculum for Foundation Stage children.

## PHYSICAL DEVELOPMENT

Insufficient evidence was available to make an overall judgement on provision in this area of learning.

68. Children achieve well but are not on track to achieve all the early learning goals by the end of the reception year. Because teachers plan well, children are given many varied experiences, such as making cookies with dough or a 'Mothers' Day' card. Children are encouraged to develop their skills through using tools such as cutters and scissors, as well as pencils and crayons. This is a constant feature of the provision.



69. Opportunities for children's physical development are well organised, with very good facilities for both indoor and outdoor play. Good quality climbing and balancing apparatus is available for all the children to use. Further development of an outdoor curriculum is an area identified by the school.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to use their imagination in art, music and role-play activities.
- Teachers develop children's imaginative ideas sensitively but do not allocate time for children to share these with others at the end of a session.
- Resources are good, and planned and structured well.
- Children's creativity is developed effectively through the curriculum.

### **Commentary**

70. Children achieve well because teaching is good. However, children are unlikely to achieve the expected levels by the end of the reception year. Children are encouraged to be creative in their play through a wide range of opportunities in music, art and role-play. They develop their imagination and are encouraged to express themselves through a variety of media. However, because children do not gather together at the end of a session, achievements are not celebrated and valuable learning experiences dwindle away.
71. This area of learning is planned and structured well, allowing younger children to experiment freely, for example in painting. Older or more able children mix colours and work with a particular purpose in mind, for example, when contributing to a large display of the 'Enormous Watermelon'. There is good emphasis on displaying examples of children's own work.
72. Music selected by a child is played while children 'tidy up', encouraging both independence and responsibility. Children sing a good number of songs that they know well, particularly when accompanied by a visiting guitarist. All children take part and enjoy the session because all the songs are well matched to their understanding and many involve actions. Percussion instruments are available for children to use freely.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching does not build on pupils' language development at the appropriate level when they enter Year 1.
- Teachers do not provide enough opportunities for pupils to develop their speaking skills.
- Progress in writing is improving.
- Pupils are taught the correspondence between sounds and letters well in the early stages of reading and writing.
- Good organisation and class management encourage the pupils to listen attentively.
- A narrow range of activities limits pupils' enthusiasm for learning in Key Stage 2.

## Commentary

73. Standards in English are well below average. This reflects the national test results, which show that standards in reading and writing are very low in Year 2 and well below average by Year 6. Speaking skills are well below average throughout the school. In Key Stage 1, most pupils' achievement is unsatisfactory despite their good progress in the Foundation Stage. The achievement of pupils in Key Stage 2 is satisfactory in relation to their earlier low levels of ability. The school's thorough tracking of pupils' progress, and individual achievement, has led to a carefully planned programme of training to develop teaching in all aspects of the subject. Pupils are now beginning to make good progress in writing as a result of improved learning activities.
74. Teaching and learning are unsatisfactory overall in Key Stage 1 and satisfactory in Key Stage 2. Good, well-coordinated support for pupils with special educational needs, and for pupils whose home language is not English, helps them to achieve satisfactorily within the range of activities provided. Teachers' assessment of pupils' understanding is used appropriately to plan different learning activities for different ability groups. However, when pupils enter Year 1 they do not continue the suitable, practical early learning activities appropriate for their immature level of language development, which would help to reinforce their earlier learning. Learning activities are too demanding for the high proportion of lower-attaining pupils. As a result, subsequent teaching is built on an insecure foundation, and this slows down pupils' progress. Assessment in Key Stage 2 does not always lead to work that demands enough effort from higher-attaining pupils to develop their skills and thinking sufficiently. Pupils' lists of learning targets are expressed simply enough for pupils to understand what they need to do to improve their work. Helpful marking shows pupils what they have learned, as well as how to improve and meet their learning targets.
75. Teachers' class management is good and their encouragement of pupils' efforts contributes to the positive attitudes and attentive listening shown by most pupils. In good lessons, teachers incorporate a variety of useful strategies to improve pupils' speaking skills. These include sharing ideas with a partner and repetition, emphasising expression and rhythm, for example, to improve pupils' performance of their class poem. However, the major part of each lesson consists of the teacher explaining and questioning. This is particularly the case in Key Stage 2, where pupils are not given enough time to extend their answers or opportunities to present their work verbally. As a result, pupils find it very difficult to explain or share their ideas. Although pupils are attentive, this passive listening, especially in Year 6, limits their enthusiasm for learning and their confidence to tackle things for themselves.
76. Thorough teaching of letter sounds and regular practice in 'quick-fire' recognition of high-frequency words encourage pupils' positive approach, either when sharing books in small groups or reading together from 'big books'. By Year 6, pupils still use phonic<sup>10</sup> recognition to understand new words but have an under-developed ability to scan the text for other clues. Their reading lacks expression and pupils have difficulty in discussing their books. Taught sessions in the attractively furnished non-fiction library ensure that pupils know how to use the category system and to locate information from a book's index.
77. Satisfactory knowledge of letter sounds gives lower-attaining pupils in Key Stage 1 the confidence to use the initial letters of words correctly in their writing. In Year 2, higher-attaining pupils begin to include adjectives and connecting words in simply punctuated sentences. Pupils' use of descriptive vocabulary is also beginning to enliven the writing in Key Stage 2. Examples from higher-attaining pupils' work include 'slimy, red blood' and 'dark, black, shivering day'. Within their writing, pupils begin to show steady progress in developing more interesting content. Regular self-analysis of technique in Year 6 contributes to this. However, pupils generally use a very narrow range of punctuation. Sentence structure is at an immature level of development for most pupils.

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<sup>10</sup> Phonics is a teaching programme aimed at developing an awareness of sounds in the spoken and written word. Pupils learn to read and pronounce words by linking the sounds they hear spoken with the letters, letter groups and syllables they see written.

78. Leadership and management of the subject are satisfactory. A thorough examination of lesson planning and pupils' work, together with the headteacher's monitoring of teaching, gives the subject co-ordinator a good overview of how well literacy is taught, but has not yet addressed the inappropriate match of work to pupils' ability in Year 1. The numerous areas for development have been suitably prioritised and are being dealt with through staff training. This is beginning to address the history of low attainment.

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

79. Although there are many opportunities in lessons for pupils to answer questions, there are too few opportunities for them to practise speaking at sufficient length or for a variety of purposes. Pupils spend much time listening to teachers rather than actively discovering for themselves. They do have suitable writing tasks in history, science and religious education, which help to consolidate subject vocabulary and increase opportunities to practise literacy skills. Lessons do not always allow pupils enough scope to read for information at an appropriate level. Learning material is often limited to printed worksheets or pictures, so pupils lack opportunities for independent research.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching in Year 1 is unsatisfactory.
- Standards are well below average by Year 2.
- Lack of assessment means that work is not always pitched at a suitable level.
- Standards improve by Year 6 but are still below average.
- Teaching is good overall in Key Stage 2, being strongest in Year 6.
- Insufficient use is made of practical resources to support learning.
- Mathematics is led well.
- Good use is made of interactive whiteboards and information and communication technology in general.

### **Commentary**

80. The work produced by pupils, so far this year, indicates that current attainment is well below average by Year 2, which is supported by the most recent national test results, which were in the lowest five per cent nationally. Although the children presently in the Foundation Unit are making good progress in mathematics, this organisation is less than a term old, and it is, therefore, not possible to judge the prior achievement of the pupils currently in Key Stage 1. Pupils in Key Stage 2 are making better progress, particularly in Year 6, and while attainment is below average, this is an improvement on the test results in 2003 and indicates good achievement. The work in the pupils' books, and the quality of learning in the lessons seen, suggest that much of the improvement has been fairly recent.
81. Pupils' understanding is very weak in Years 1 and 2, with poor number skills and a lack of basic knowledge. Teaching in the two classes in Year 1; one of which also contains some pupils from Year 2, fails to recognise this. Concepts are pitched at too demanding a level, and even where pupils complete tasks successfully they cannot explain what they have done. While pupils of varying ability are given different work, this is not matched well to their prior knowledge. Activities tend to be teacher led, rather than practical and little use is made of apparatus to help pupils in their understanding. Where pupils are supported, either by teachers or classroom assistants, they make limited progress, but others achieve little or nothing. Assessment is not used consistently to match work to pupils' abilities, which is a particular handicap for teachers new to a class.

82. Teaching and learning are good in Year 2 because tasks are pitched at an appropriate level, indicating better use of on-going assessment. There is evidence of planning being changed because the pupils failed to cope with the previous lesson as well as the teacher expected. Good questions encourage pupils to respond using the correct mathematical vocabulary. Explanations are clear and, as a result, pupils know what is expected. Tasks are suitably challenging, and pupils are encouraged to use practical resources to help them in finding answers. As a result, pupils are interested and achieve well, even though their attainment is much lower than average.
83. This better practice continues overall in Key Stage 2, although it is not consistently applied. Where it is less effective, teachers' lack of confidence leads to explanations which lack clarity, with methods taught at the expense of mathematical understanding. Not all activities support the intended learning, and some are not well understood by pupils, which limits their progress. In other lessons, both in Year 3 and particularly in Year 6, teaching is very good. The planning and lesson structure support the teachers' intentions, with tasks which are well focused and offer an appropriate challenge. In these lessons, there are also high expectations of pupils to work independently, reinforcing one of the school's development priorities. The pace is good, and teachers blend expectation and encouragement very well. Good use is made of the interactive whiteboards in Years 3 and 6, especially to foster and challenge pupils' mental abilities, as well as to reinforce concepts such as constructing different types of graph.
84. Leadership in mathematics is good. Careful analysis of test results is used to guide future planning. Pupils' progress is carefully tracked and challenging targets set for achievement. Co-ordinators are well aware of standards and the issues which affect learning and have suitable plans for improvement. They know that if progress is to be maintained, most of the teaching will need to match the quality of the best in terms of focus and relevance.

### **Mathematics across the curriculum**

85. Although the use of mathematical skills in other subjects is not specifically planned for, there is evidence of sound practice in other subjects, such as the use of graphs and tables in science. Activities, such as the environmental project, involve pupils in accurate measuring and drawing of plans, making good, relevant use of pupils' abilities in a practical situation.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Some good teaching at Key Stage 2, with the emphasis on practical skills and scientific enquiry, enables pupils to achieve satisfactorily overall.
- Unsatisfactory teaching in Years 1 to 3 prevents pupils in these year groups making appropriate progress.
- The assessment and monitoring of pupils' work are not sufficiently rigorous.
- Science makes a significant contribution to pupils' social development.

### **Commentary**

86. Most teachers at Key Stage 2 use their good knowledge and understanding of the curriculum to plan appropriate lessons, with the emphasis now on practical work and carrying out fair tests. Some teachers, but not all, stress the importance of using correct technical language. Different styles of writing are reinforced and, in most lessons, careful recording and presentation are encouraged, though most pupils still need a lot of adult support. There is much less emphasis on spelling and grammar. Pupils show enthusiasm for the subject and appreciate the practical aspects of weekly science lessons. By the time they leave the school, the majority of pupils have appropriate knowledge and understanding of many aspects of science but, because of weak literacy skills, most struggle to explain and

independently record their work. This has a detrimental effect on test results, in particular the proportion of pupils reaching the higher Level 5, and standards are below average overall. Pupils in Key Stage 2 achieve satisfactorily overall, with older pupils making better progress than the younger ones.

87. Teaching and learning at Key Stage 1, and for some pupils in Year 3, are unsatisfactory overall. Standards are well below those expected. Some teachers show a lack of subject understanding and planning is not sufficiently based on pupils' previous learning. Consequently pupils are confused by the tasks and find it difficult to concentrate. Most teachers have good management skills, and their calm manner and good questioning skills help keep pupils' attention during whole-class discussions. However, the frequently inappropriate individual and group tasks inhibit the pupils' learning and, as was seen in one lesson, occasionally lead to unacceptable behaviour. Pupils from ethnic minority backgrounds, when supported by the specialist teacher or classroom assistants, generally achieve better than the rest because good individual interaction makes tasks more relevant.
88. Because the results of Key Stage 2 national tests, taken in 2003, were better than in English and mathematics, science has not been a major area of focus this year. Good analysis was made of last year's test answers to identify strengths and weaknesses, and this has been used effectively to improve the emphasis on practical work and scientific enquiry. However, other assessment and recording procedures do not adequately track individual progress. Consequently, teachers, particularly in Key Stage 1, have insufficient knowledge and understanding of each pupil's progress to be able to plan appropriate lessons based on previous learning. The joint co-ordinators are fully aware of the need to improve assessment and to support teachers in using data to improve the quality of lesson planning, particularly at Key Stage 1, and leadership and management of science is satisfactory.
89. Weekly practical tasks provide older pupils with very good opportunities for working purposefully together in small groups, thus developing their personal and social skills. Group work also provides good opportunities for them to practise much needed speaking and listening skills. Pupils are expected to make joint decisions, such as in Year 5, where pupils agreed which one of the possible variables they were going to change for their experiment on growing beans. Teachers have high expectations of pupils co-operating and supporting each other, and most pupils respond to this very well. The ability of pupils to work independently is less well established, and most need lots of encouragement to concentrate on the task and to work at an appropriate pace.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Teachers' good knowledge and understanding of the subject, particularly at Key Stage 2, enable them to plan lessons well and teach with confidence.
- Standards in Year 6 are below national expectations, but pupils achieve well.
- The new co-ordinators are providing good leadership.

### **Commentary**

90. The quality of teaching is good overall. This judgement is based mainly on lesson observations and a study of pupils' work in Key Stage 2 where, in two of the three lessons seen, teaching was very good. In Key Stage 1, the one lesson observed, and small amounts of work recorded, show that teaching is at least satisfactory. Teachers use their generally good understanding of the subject well, and all pupils make good gains in their knowledge and use of computers. The newly created computer suite is used very effectively, despite pupils having to share computers. Most of the teachers' planning is securely based on what pupils have previously learnt, and there is good challenge for pupils of all abilities. However, in one lesson, although pupils of higher ability were allowed to work independently, at a faster

pace, and pupils of lower ability had very good adult support, those with average ability struggled with their task as it was too difficult. Projection from one computer onto a large screen enables teachers to engage the whole class, when introducing and reinforcing skills, and most pupils work very well in pairs. In a few classrooms, teachers are already using the recently installed interactive whiteboards with considerable expertise.

91. Pupils in Key Stage 2 achieve well in lessons and, in many areas of the subject, are reaching standards appropriate for their age. These include accessing and using websites, creating multi-media presentations, word-processing skills and using spreadsheets. However, because of gaps in their learning from previous years, they have little knowledge or understanding of control technology. Their knowledge and understanding of the wider uses of information and communication technology are also limited, but teachers, especially in Year 6, are working hard to address this. As a result, although pupils are now achieving well, standards overall, at the end of Key Stage 2, are still below those expected.
92. The subject leaders are knowledgeable and enthusiastic. Despite having only been in post a short time, considerable improvements have already been made and are having an impact on standards. For example, the placing of the laptop computers in the suite rather than being moved around the school on trolleys has increased the time for teaching and learning. Good formal assessment procedures, in which the pupils are involved, have recently been introduced and trialled in Year 6. As yet, there are no formal records of pupils' progress in other year groups, but this is planned for.

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

93. The use of information and communication technology across most other areas of the curriculum is developing well. Pupils use the skills they learn to produce work linked to other subjects. For example, in Year 2, pupils use their word-processing skills to reinforce their literacy skills by editing sentences, inserting spaces, capital letters and full stops. Pupils in Years 4 and 6 demonstrated their ability to use the Internet for research very effectively. The younger pupils were provided with a simple website and enthusiastically reinforced their geographical knowledge and mathematical skills, as they explored horizontal, vertical, diagonal and two-way symmetry in their work about world flags. Pupils in Year 6, as an introduction to work on structures in design and technology, searched complex web-sites and used hyperlinks to select text, pictures and photographs of famous structures, such as the Humber Bridge, the Statue of Liberty and the Eiffel Tower, to create and edit their own documents. Information and communication technology is also used appropriately to produce graphs and tables in mathematics, for creative work in art, and for research in science. However, little evidence was found of the use of information and communication technology in history, music and religious education.

## **HUMANITIES**

94. **Geography and history** are timetabled in alternate teaching blocks for each year group. These subjects were not a focus for this inspection. No lessons were seen in geography, and only one history lesson was observed. No definitive judgements can, therefore, be made about provision. However, pupils' work was sampled and there were discussions with pupils and teachers.
95. The evidence gained shows that pupils' standards are below the expectations for their age in **geography and history**. There are no formal assessment procedures in either subject to give a clear view of pupils' progress. Leadership of both subjects is satisfactory. The three coordinators have a satisfactory overview of standards of teaching and learning in their subjects through scrutiny of teachers' planning and of pupils' work. Although neither subject is currently a priority on the school's improvement plan, co-ordinators have correctly identified the need for clear assessment procedures and more resources to support the topics studied.

96. In **geography**, the work sampled shows that activities are not always suitable for the pupils' stage of development. Tasks lack sufficient opportunities for pupils to undertake their own research, and resources are often unsuitable for their purpose. In Key Stage 1, pupils walk around their school area and record their journeys on simple sketch maps, developing their understanding of how to record geographical information. Their comparisons with more distant locations, such as an imaginary island help pupils to consider different forms of transport and how jobs are related to surroundings. In Key Stage 2, pupils' maps include a key to explain particular features and identify specific places using coordinates, further extending their skills and understanding. Pupils' studies of how water affects the land and how it is used, however, show that at times their geography skills are narrow and under-developed.
97. In **history**, pupils study a suitable range of topics, comparing similarities and differences between the present and the past. They examine and compare their own toys with toys from the past in Year 1. In Key Stage 2, pupils' writing compares life today with the harsh working conditions for poorer children in Victorian times. However, pupils' work shows that learning activities lack depth, and their understanding is superficial. Subject matter is not always relevant to pupils' understanding and stage of development in Key Stage 1. Pupils' tasks are not demanding enough to extend key history skills. For example, there is little emphasis on chronology and sequencing, and comparison tasks are set at an undemanding level for average and higher-attaining pupils in Key Stage 2. Pupils' computer work in Year 6 on the life of John Lennon is well presented and includes relevant background details and significant dates and events.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Standards are below average in Year 2, but average by Year 6.
- Teaching is good in Years 5 and 6.
- Pupils in Year 2 have limited knowledge with considerable gaps.
- Pupils in Year 6 have a good understanding of Christianity.
- Pupils have positive attitudes and show respect for other faiths.

### Commentary

98. It was not possible to see any teaching in Key Stage 1, so evidence is limited to talking to pupils and looking at their work. This suggests that there are considerable gaps in their knowledge. While their books show that different religions are covered in line with the locally agreed syllabus, the response of many pupils is limited by their poor literacy skills. Talking to pupils indicates that some have little, if any, recollection of what they have learned, even of a recent visit to a local church.
99. Teaching in the three lessons seen in Key Stage 2 was good overall, with one very good lesson. This is supported by the quality of pupils' work, which shows clear evidence of both knowledge and understanding. There is some very good work where the pupils compare different beliefs and practices. Marking includes both helpful comments and questions to develop pupils' understanding. In the very good lesson, a wide range of resources were used very effectively to introduce pupils to the studies undertaken by Muslim children at Qur'an schools. As well as showing interest, pupils treated the resources with respect. While independence was encouraged, the weak literacy skills of many pupils restricted their response. Discussion with pupils in Year 6 showed good knowledge and understanding of Christianity, but less of other faiths, suggesting some gaps in the taught curriculum over time.

100. Sometimes pupils surprise with the depth of their understanding. A pupil in a lesson involving 'hot-seating', playing the role of a soldier at the crucifixion, when asked how he felt, said he was pleased when Jesus died. When asked why by the teacher, he said, 'Because now His suffering has ended'.
101. It was not possible to judge the quality of leadership and management in the subject, as both co-ordinators were absent. However, planning indicates that the curriculum is being appropriately covered, and development planning suggests an accurate evaluation of where improvements are needed, as well as suitable actions to address this.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. There was not enough evidence make definitive judgements on provision in **art and design, design and technology, music** or **physical education**, because not enough teaching was seen, or there was insufficient evidence to judge achievement. However, pupils' work was studied and there were discussions with pupils and teachers.
103. In **art and design**, the creativity and breadth of work on display during the inspection celebrates publicly the achievement of many pupils. The art work and high quality of the display make a significant contribution to ethos of the school. Original work by current artists, such as Sam Sykes and Rolf Harris, provides striking examples which act as an inspiration for pupils. The work seen around the school is carefully and thoughtfully displayed which represents the value placed upon pupils' creativity and significantly contributes to building pupils' self esteem. The 'flower corridor' is an example of pupils from each year group working together to create a striking and vibrant display and in the entrance there is an atmospheric 'Dream catcher' display painted by pupils from across the school. However, when talking to pupils, it is clear that there are gaps in their knowledge and in the development of skills through the school. Teaching over time has not been consistent, and improvement is recent. The co-ordinator is aware of the need to teach the skills and knowledge through the school and plans are in place to tackle this. At the same time, the school also realises the importance of retaining the individuality, quality and creativity of pupils' work.
104. In **music**, pupils are developing their singing skills well, having made good progress in a short period of time. Pupils in Key Stage 1 sing well in assemblies and in singing practice, when they use percussion instruments as well to develop a sense of pulse and rhythm. Pupils in Key Stage 2 sing in their assembly, and although pupils in Years 3 and 4 produce the most sound initially, the older pupils become more involved and motivated when the songs are active and fun. A number of visiting musicians provide instrumental tuition and the choir meets after school. Musical links with other schools are good. Pupils from local schools sing together on special occasions, and the 'music box' after-school club provides good links with the local high school. Performances are a feature of the school, and the musical 'Grease' was a recent success. Talking to pupils, however, it is clear that there are many gaps in their knowledge and skills in music. A new scheme is set to improve these throughout the school, as resources are of a good quality and plentiful.
105. In **design and technology**, pupils are taught a good range of experiences because enough time in the day is allocated to complete a project. Pupils plan and design their work soundly and use a range of techniques to complete it. Over time, however, aspects of skills and knowledge have been missed, resulting in below average standards. Pupils enjoy design and technology and produce a piece of work each term. This is closely monitored by the co-ordinator who supports the subject well.
106. **Physical education** is led well. The co-ordinator is enthusiastic and has a very good level of expertise. There is a strong determination to improve standards and provide good quality learning experiences. Resources are very good and there are plans to develop the resources on the upper playground and a gymnastics academy as part of the Education Action Zone's National Lottery bid.



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

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- The school is committed in words and action to develop this aspect as a priority.
- Lessons in personal, social and health education are provided on a regular basis.
- The attitudes and values in this area permeate everything the school does.

### **Commentary**

107. The school is very committed to providing an environment in which pupils become more self-confident, take increasing responsibility for their actions and are encouraged to respect others. Values are promoted through the well-planned curriculum, which provides good guidance for teachers. Regular lessons are timetabled in all year groups, ensuring continuity and progression in pupils' understanding. A developing sense of citizenship and caring for others is encouraged through class 'circle-times' and the school council. Activities beyond the school day greatly enrich these opportunities.
108. Personal, social and health education is promoted in many other lessons, and pupils in Years 5 and 6 are helped to understand the dangers of drug abuse. Before leaving the school, pupils in Year 6 have lessons about sex and relationships. Effective displays around the school often focus on personal, social and health education issues, heightening pupils' awareness of its importance. Assemblies are used effectively to reinforce acceptable behaviour and relationships. All adults, including lunchtime supervisors, regularly reinforce good manners and hygiene. Overall, the majority of pupils try very hard and achieve well.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	N/A
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	5
Attitudes	4
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>4</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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