

# INSPECTION REPORT

## **BURRATON PRIMARY SCHOOL**

Saltash

LEA area: Cornwall

Unique reference number: 111972

Headteacher: Mr M Bell

Lead inspector: Mr D J Curtis

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> July 2004

Inspection number: 255678

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



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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 424

School address: Fairmead Road  
Saltash  
Cornwall

Postcode: PL12 4LT

Telephone number: 01752 843019

Fax number: 01752 840869

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Carey

Date of previous inspection: March 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in Saltash in Cornwall. It is a large two-form entry primary school. There are 424 pupils on roll, including children in the two reception classes. A very small proportion of pupils come from minority-ethnic families. No pupils have English as an additional language. The proportion of pupils (16 per cent) identified with special educational needs is in line with the national average. Ten pupils have a statement of special educational need. In addition ten pupils with statements of special educational needs attend the Area Resource Base which is situated in the school. The proportion of pupils entitled to free school meals is below the national average. The current headteacher was appointed in January 2004.

The school received the 'Healthy Schools' award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D Curtis	Lead inspector	Information and communication technology, Physical education, Areas of learning for children in the Foundation Stage.
9487	Dr F Hurd	Lay inspector	
18498	Mrs D Morris	Team inspector	Mathematics, Religious education, Special educational needs.
20977	Mr R Thelwell	Team inspector	English, Personal, social and health education.
32296	Mr W James	Team inspector	Science, Geography, History.
32366	Mrs J Buttriss	Team inspector	Art and design, Design and technology, Music

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school which provides good value for money.

The school's main strengths and weaknesses are:

- In Year 6, standards are above average in English, mathematics and science; in music they are well above expectations for 11 year olds.
- Teaching is good and has a positive impact on the standards achieved.
- Leadership and management are good.
- The achievement of pupils with special educational needs (SEN) is good.
- The inclusive ethos of the school is particularly strong.
- The Foundation Stage (reception) does not have a high enough profile in the school and outdoor play is not an integral part of teachers' planning for children in reception.
- Assessment in non core subjects<sup>1</sup> is unsatisfactory and teachers' marking is inconsistent.

The school has made good progress since its previous inspection. Standards in, and the provision for, information and communication technology (ICT) have been improved. The performance management of staff fully meets current requirements. School improvement and budget planning are much improved.

### STANDARDS ACHIEVED

Standards achieved are **good**. Children start school with standards that are below those expected for four year olds, especially in personal, social and emotional development. As the result of good teaching, the achievement of children in reception is good. The majority of children are likely to meet the goals they would be expected to reach by the start of Year 1. The standards achieved by pupils in Years 1 and 2 are good as the result of high quality teaching. In speaking and listening, reading, writing and mathematics, standards are above average. Standards in ICT meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In music, standards exceed expectations for seven year olds. Standards achieved in Years 3 to 6 are good. In English, mathematics and science, standards are above average. Standards in ICT meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In music, standards significantly exceed expectations for eleven year olds. The achievement of pupils with SEN, including those in the Area Resource Base, is good.

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

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

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

*The grade A\* places the school in the top five per cent of similar schools.*

<sup>1</sup> Art and design, design and technology, geography, history, music and physical education

Pupils' personal development is **good**. Spiritual, moral, social and cultural development is **good**. Pupils show positive attitudes to school and their behaviour is good. Pupils are friendly, polite and very welcoming. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching is **good**, with strengths in teachers' subject knowledge, especially in English, mathematics and music. Teachers have good relationships with pupils and high expectations of what can be achieved. Pupils enjoy learning and work very hard in lessons because they know exactly what they are expected to do. Teachers make effective use of teaching assistants. Assessment of pupils' learning is good in English and mathematics, but unsatisfactory in the non core subjects. Marking of pupils' work is inconsistent and does not always tell pupils what they need to do to improve their work.

The quality of the curriculum is good for pupils in Years 1 to 6. The Foundation Stage does not have a high enough profile in the school, and for children in reception outdoor play is not planned as an integral part of teaching and learning. The school enriches the curriculum with a good range of extracurricular activities, visits and visitors. The outdoor play area has insufficient fixed play equipment. The classrooms for pupils in Years 3 and 4 are too small and cramped.

Pupils receive good care and support. The way in which the school seeks and acts on the views of pupils, especially in their learning, is good. Links with parents are good as are those with the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The recently appointed headteacher has a very clear vision for the school and is totally committed to raising standards and providing a very high quality of education. The headteacher is ably supported by the senior management team and subject leaders who carry out their roles diligently. Governance is good and all statutory responsibilities are fulfilled. Governors are hard working, supportive and have a very clear understanding of the school's strengths and areas for improvement.

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

Virtually all parents think teaching is good, staff are approachable, and behaviour is well managed. Any concerns are taken seriously and feedback given. Many parents actively support the school through the Friends' Association, by helping in class, escorting swimmers or offsite visits, or running clubs.

Pupils are proud of their school and they like 'fun' lessons, the high standards expected of them and friendly staff. They say that teaching is good and they know that staff will deal immediately, and effectively, if they have any concerns or worries, including bullying.

## **IMPROVEMENTS NEEDED**

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



- To raise the profile of the Foundation Stage and to provide, as an integral part of teachers' planning, continuous access for children in reception to outdoor play.
- To improve assessment in the non core subjects, and the consistency of teachers' marking.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The standards achieved are **good**.

#### Main strengths and weaknesses

- In Year 6 standards are above average in English, mathematics and science.
- In Year 6 standards in music are well above expectations for eleven year olds.
- In Year 2 standards in reading, writing and mathematics are above average.
- In Year 2 standards in music exceed expectations for seven year olds.
- The achievement of pupils with SEN is good.

#### Commentary

1. Children start school with a very wide range of pre-school experience, including a minority who have not attended pre-school. In addition, children start school at the beginning of the term in which they reach the age of five. Standards on entry are below expectations in personal, social and emotional development. As the result of good teaching, children's achievement is good and by the end of reception, children meet the expectations of the early learning goals in all areas of learning. However, in physical development, children do not have sufficient experience of continuous access to regular outdoor play. In personal, social and emotional development a minority of younger boys have not reached the early learning goals.

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

Standards in:	School results	National results
Reading	16.1 (15.4)	15.7 (15.8)
Writing	14.2 (14.5)	14.6 (14.4)
Mathematics	17.2 (16.4)	16.3 (16.5)

*There were 61 pupils in the year group. Figures in brackets are for the previous year*

2. Results of 2003 national tests for pupils in Year 2 were below average in writing, average in reading and above average in mathematics. In reading and writing, results were similar to the trend of recent years, but in mathematics, results confirmed year-on-year improvement. As the result of good teaching, achievement of pupils currently in Years 1 and 2 is good. In the current Year 2, standards have improved in reading and writing to be above average, with those in mathematics maintained at above average. The improvement in reading and writing reflects stronger teaching of key skills. In ICT, standards meet national expectations, with those in religious education meeting the expectations of the locally agreed syllabus. In music standards exceed expectations for seven year olds.

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

Standards in:	School results	National results
English	27.1 (29.1)	26.8 (27.0)

Mathematics	27.7 (27.6)	26.8 (26.7)
Science	30.0 (30.2)	28.6 (28.3)

*There were 62 pupils in the year group. Figures in brackets are for the previous year*

3. Results of the Year 2003 national tests for pupils in Year 6 were average in English, above average in mathematics and well above average in science. The proportion of pupils achieving the higher level 5 was above average in English and mathematics, and well above average in science. Standards in English declined over previous years mainly because of weaknesses in writing. In mathematics and science standards reflect the trend of recent years. When compared to their performance in Year 2, standards in English and mathematics are well above average, with those in science placing the school in the top five per cent of similar schools. This represents very good progress. The achievement of pupils in Years 3 to 6 is good because of consistently good, and very good, teaching. In the current Year 6 standards in English, mathematics and science are above average. In ICT standards meet national expectations, with those in religious education meeting the expectations of the locally agreed syllabus. In music, standards are well above expectations for eleven year olds.

4. Pupils with SEN achieve well in lessons and make good progress towards the targets in their individual education plans. Their achievement is good because of effective teaching and good quality support from dedicated teaching assistants.

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

Attendance is **very good** and punctuality is very good. Pupils' attitudes and behaviour are **good**. Pupils' personal development is **good**. Pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Pupils, especially those in older year groups, show enterprise and a good, and often very good, willingness to take responsibility.
- The school has very high expectations of pupil behaviour.
- Pupils show a high degree of respect for the feelings, values and beliefs of others, and in the main, are caring and sensitive.
- The school promotes good relationships very well and deals effectively with all forms of harassment.
- A minority of pupils find co-operating and conforming difficult.

### **Commentary**

5. Attendance is well above national averages. The vast majority of pupils arrive punctually each day, and parents and carers are conscientious in notifying absence. Registration fulfils statutory requirements and regular attendance is strongly promoted. The school records attendance using a computerised system, and makes some use of its analytical functions. Unexplained absences are followed up on the second day of occurrence. However, current best practice is to do this on the first day.

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

Authorised absence	Unauthorised absence
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School data	4.4
National data	5.4

School data	0.1
National data	0.5

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

6. Parents believe children enjoy school and that most behave well. These views are confirmed by the inspection. No unsatisfactory behaviour was observed during the inspection, in or out of the classroom. Pupils were polite and welcoming, and very willing to discuss their work and school. They respond enthusiastically to good teaching: the standard of debate and concentration in the oldest classes was particularly notable. Pupils co-operate well and older pupils show impressive powers of concentration. In the younger classes a minority of pupils find concentrating difficult and are easily distracted. Where the teacher had no adult assistance this immaturity hindered learning. Pupils reported that staff deal with bullying quickly and effectively. Older and younger pupils welcome opportunities to work and play together.

7. Pupils are assigned responsibilities in every classroom, and the school council represents all year groups. It is beginning to expand its role. Year 6 pupils act as monitors in various ways, and provide eight house captains and eight vice-captains. Duties are carried out sensibly and conscientiously. The school encourages independent charitable fundraising from Year 2 onwards: older pupils have fundraised for 'Blue Peter' and cancer research. The subject leader for music (who shows inspirational teaching) and the expertise of other teachers, mean that music makes a particularly significant contribution to pupils' spiritual development. Pupils explore the work of different artists and cultures, and learn about different beliefs. They have a good understanding of right and wrong, and are considerate and caring towards each other. Pupils from the Area Resource Base are well accepted and pupils are unperturbed by any unorthodox behaviour. All pupils participate in special occasions like sports day. The school's team activities, such as drama and musical productions, sport and residential trips, help to create a community spirit.

8. There were no exclusions in the previous school year.

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

The quality of education is **good**.

### **Teaching and learning**

The quality of teaching is **good**, leading to **good** learning. The quality of assessment is **satisfactory** overall.

### **Main strengths and weaknesses**

- Lessons are very well planned and ensure that work is linked to pupils' abilities.
- Teachers have very good subject knowledge, particularly in English, mathematics and music.
- Relationships in lessons are very good because teachers engage pupils' interest well.
- The promotion of equal opportunities is very good.
- The assessment of pupils' work in non core subjects is unsatisfactory.
- The marking of pupils' work is inconsistent and does not always help pupils to improve.

### **Commentary**

### Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (24%)	26 (54%)	9 (18%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

9. Teaching has improved since the last inspection, and is now almost all satisfactory or better, with a high percentage of good and very good teaching. Lessons are very well planned and link well with work pupils have previously undertaken. Good focused starter activities are a key feature of most lessons. Planned questions are used well to extend pupils' thinking, particularly in English and mathematics. Because of the very good planning, lessons move at a swift pace and pupils work hard.

10. Teachers' subject knowledge is good. It is very good in English, mathematics and music. The good progress that pupils make in these subjects shows that teachers make good use of their expertise. They are confident in their subjects and set challenging tasks to improve pupils' skills. Consequently, standards in these three subjects are above average.

11. In the vast majority of lessons relationships are very good leading to high quality interactions and positive attitudes and behaviour. Pupils enjoy learning because teachers engage their interest well. In a mathematics lesson in Year 6, for example, pupils were challenged by mathematical puzzles that the teacher had set them. Because of the good, trusting relationships in the class, pupils were able to ask for help and consequently to succeed in the task. Similarly, in physical education, strong supportive relationships ensure that pupils are keen to have a go, and work hard to succeed.

12. Teachers promote equal opportunities for all pupils very well. They make effective use of teaching assistants to support learning for pupils who have SEN, or those who need a little extra support. Tasks are usually tailored well to meet the needs of each group, ensuring that good quality learning takes place. Wherever possible, all pupils are taught in an inclusive setting, and teachers are skilled at managing the wide range of abilities in some of the classes.

13. The assessment of pupils' progress in English and mathematics is good. Effective procedures have been established to track progress in these subjects as pupils move through the school. Good analysis of data, from standardised and optional annual tests, provides a clear picture of how well each pupil is doing in both of these subjects, enabling targets for future achievement to be set. However, assessment in many other subjects is unsatisfactory. Not enough formal procedures are in place to assess how well pupils achieve in these subjects. There is no up-to-date policy to guide practice in this aspect and consequently there is no clear overview of pupils' progress. Marking of pupils' work does not help this process as it is inconsistent between classes. There are too few written comments in many books to help pupils identify how they can improve their work. The school has rightly identified the need to improve assessment and marking in the coming year.

### The curriculum

The curriculum and curriculum enrichment are **good**. Accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- Provision for English, mathematics and science is good.
- Inclusion in the school is very good.
- The Foundation Stage does not have a high enough profile in the school.
- The provision and opportunity for SEN pupils are good.
- Opportunities for curriculum enhancement are good.
- Provision and advancement of pupils' personal development is good.
- Monitoring of the curriculum by subject leaders requires development.
- The absence of teaching assistants in some numeracy and literacy lessons negatively affects achievement.

## **Commentary**

14. The school provides a good curriculum that is broad, balanced and has developed and improved since the last inspection. The provision for English, mathematics and science is good. As a result, pupils' basic skills are well developed and this is reflected in the good results the school achieves in national tests. These areas have received the most development and consequently are the most effective. However, the Foundation Stage does not have a high enough profile in the school and this is reflected in children not having continuous access to outdoor play, and inadequate resources in the outdoor play area.

15. The whole curriculum is inclusive and this affords pupils of different levels of ability equal opportunity and access to different curriculum areas. As a consequence, pupils' achievement, relative to their ability, is good as is their attitude to work. Lessons reflect the school's commitment to providing worthwhile opportunities for learning that develop the interest levels of pupils. Future improvements will be to develop a curriculum that reflects how children learn in different ways. The school has an emphasis on the personal development of pupils. As a result, pupils' response to the curriculum is good and pupils utilise social skills in their learning, such as sharing equipment and ideas. The approach to the curriculum enhances personal development by encouraging a balance between independent and shared activities.

16. The provision for pupils with SEN is good. Teachers have a very good understanding of pupils' needs and the effective use of support staff has a significant impact on pupils' progress and learning. However, in a minority of lessons where there were no teaching assistants, this impacted negatively on the achievement of pupils in those lessons. A review of the effective deployment of teaching assistants is an area already identified by the school.

17. The provision for curriculum enrichment is good. This includes a good range of extracurricular activities where approximately three-quarters of pupils attend one of the after school or break time clubs. Pupils from Years 3 to 6 have the opportunity to take part in residential visits. There is an adequate range of activities for both older pupils and younger children, with new initiatives in their infancy or planned for the next academic year. The teaching of a modern foreign language as part of the curriculum for the oldest pupils will be in place for September 2004.

18. The school has two well utilised libraries, with resources otherwise satisfactory. The size of classrooms for pupils in Years 3 and 4 is too small. Evidence collected during the inspection found that the strongest subjects were when subject leaders were monitoring the full range of activities associated with their subject area. Monitoring individual subjects by the subject

leaders will allow effective development of the curriculum built on the good practice that exists. This is an area that the headteacher has already identified as in need of improvement.

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

Provision for pupils' care, guidance and support is **good** overall. The provision of pupil support, advice and guidance is **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

### **Main strengths and weaknesses**

- Pupils' access to well informed support, advice and guidance is good and very good for those with SEN.
- Induction arrangements for older pupils who join the school are good.

### **Commentary**

19. Recognised as a 'Healthy School' in 2003, the school places strong emphasis on a healthy lifestyle and diet. School begins with open air aerobics for all. There is a good awareness of safety in lessons amongst staff, all of whom have first aid training. Appropriate training is given to support special medical needs. Child protection procedures follow local guidelines, and the special educational needs co-ordinator (SENCO), who is the child protection liaison officer, is fully trained. All staff are briefed. However, procedures to ensure that the school is a healthy and safe environment, whilst satisfactory, are underdeveloped. A note on this has been passed to the governing body.

20. Pupils' academic progress is well monitored in English and mathematics, enabling staff to provide good support. Pupils in the Area Resource Base (ARB) and those with SEN are very well supported and their progress carefully guided. The headteacher and senior staff provide very good role models in their care and concern for all pupils, and the vast majority of staff follow their lead. Staff manage behaviour well: relationships between adults and pupils are nearly always good, and often better ('teachers help us with worries'). Pupils expect to be treated with courtesy and consideration, and are thus taken aback if members of staff adopt a more robust approach. Infant pupils have playthings and playground equipment but the only junior playthings are footballs. No playgrounds have shade or seats.

21. Pupils attend many different pre-schools which hinders the formation of close links. No home visits are made, but parents receive an induction pack, and make one or two visits with their child, who joins in activities. Older pupils joining the school have a 'buddy' to look after them, and tour the school with their parents. They spend time with their new class whenever possible, and are given extra support by their teacher when they arrive.

22. The school council gives pupils a voice in the running of the school. Councillors are increasing in confidence, and proud that their comments produce visible effects on school life. An 'exit questionnaire' last year gauged the opinions of Year 6.

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

Links with parents, other schools and the wider community are **good**.

### **Main strengths and weaknesses**

- Procedures to deal with parents' concerns or complaints are good.

- Parents' contributions in support of their children's learning are good, and often much better.
- The provision for parents of information about pupils' standards and progress is inconsistent.

## Commentary

23. Virtually all parents think teaching is good, staff are approachable, and that behaviour is well managed. The inspection confirms these views. Any concerns are taken seriously, and feedback given. Many parents actively support the school, through the Friends' Association (raising £3,000 annually), by helping in class, escorting swimmers or offsite visits, or running clubs. Most homework gets done, although it is sometimes not marked. Arrangements for informing parents about homework vary: there is very good practice, for instance, in Year 2. The prospectus and governors' report fulfil statutory requirements and are clear and informative. Newsletters and other information about school activities are regular and informative. Reports vary in quality. Some clearly describe both pupil progress and achievement, and show very good knowledge of individuals. Others focus on the curriculum covered rather than on the pupil. The pupil self-assessments in Year 4 are a very good innovation.

24. Good links with Saltash Community College help pupils transfer to secondary education, with a programme of visits for parents and pupils. Year 6 pupils begin a project which is completed in Year 7. From September, the College will provide technical support for ICT and language teaching for Year 6 pupils. All Saltash primary schools regularly meet for sporting and creative events. The school benefits from sporting and scientific support from Callington Community College. Before and after school care will commence in 2005, and a private pre-school group will relocate to the adjacent community centre.

25. There are regular lettings, and local resources are well used to support learning. Older residents share life experiences, and local clergy support the teaching of religious education. The emergency services support personal, social, health and citizenship education. The school participates in various events organised by Saltash Rotary Club, and Rotarians help with reading support. The Education Sunday service at Burraton Methodist Church is popular with the congregation and pupils' parents. Several staff members run youth organisations in Saltash, and local businesses have provided resources and expertise to support learning.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher provides effective leadership. The management and governance of the school are both **good**.

### Main strengths and weaknesses

- The headteacher provides caring, supportive and well focused leadership.
- There is a strong commitment to inclusion.
- The role of subject leaders requires further development.
- Management and provision for pupils with SEN, together for those in the school's ARB, are good.



- The school's culture of self evaluation is underpinned by a well structured improvement plan.
- Governors play a full and active part in the management of the school.
- The school's finances are managed well.

## Commentary

26. The recently appointed headteacher gives good leadership. He has already gained a clear insight as to what is required to improve further the quality of education provided. As such, he has given a fresh impetus to the ongoing development of the school. He is given good support by his senior management team; the deputy headteacher in particular. Building on the work led by the previous headteacher, the staff and governors have established a very caring, supportive and inclusive ethos that promotes and supports pupils' learning.

27. Since the last inspection, the role of subject leaders has been developed significantly. However, as at the time of the last inspection, such teachers do not have enough opportunities to observe lessons in the subjects for which they are responsible in order to monitor the quality of teaching and learning, or to identify and share good practice. The school has acknowledged this and plans to take the necessary steps to improve the situation. Provision for pupils with SEN and those in the school's Area Resource Base is managed well. Individual education programmes for such pupils are reviewed regularly and have appropriate targets for pupil improvement.

28. The school has developed successfully a culture of self evaluation, whereby all adults in the school (including the governing body) strive for self improvement. This has been supported by the effective implementation of procedures for the performance management of teachers. The school uses a wide range of assessment materials to evaluate all aspects of performance. A further improvement on the previous inspection is that the school now makes effective use of information from end of year assessments – particularly in English and mathematics – to monitor pupil progress, modify curriculum provision, and set targets for learning. The school's ongoing development is supported by a clear, well structured improvement plan. Unlike at the time of the last inspection, the current plan sets appropriate targets, includes costs and timescales, together with success criteria by which outcomes will be evaluated.

29. In marked contrast to the findings of the previous inspection, governors are now involved fully in the strategic and financial management of the school. They are supportive of the school and have a clear understanding of its strengths, curriculum provision and the standards pupils achieve. As such, the governing body carries out its duties well and ensures all statutory duties are met; including those relating to daily acts of collective worship.

### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	£979,537	Balance from previous year	£94,190

Total expenditure	£1,025,386
Expenditure per pupil	£2441

Balance carried forward to the next	£77,705
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30. Finances are managed effectively. This reflects the findings of the most recent audit of the school's management systems, undertaken on behalf of the local education authority. The few minor recommendations for improvement resulting from that report have since been addressed. The school's budget is linked closely to the school improvement plan, and the school seeks to ensure that services and goods it purchases are provided at the best value. Although the 'carry forward' is higher than recommended levels, inspection evidence confirms that in addition to a planned contingency fund, it includes funds allocated for a range of appropriate developments and purchases.

31. Bearing in mind the school's unit cost per pupil, together with the good quality of education provided, pupils' good achievement, and the prudent use of funds available, the school gives good value for money.

## AREA RESOURCE BASE

Provision in the Area Resource Base is **good**.

### Main strengths and weaknesses

- Very good support and guidance help pupils to achieve well.
- Very good practical and visual tasks enable good understanding of what is expected.
- The assessment of pupils' achievements is very thorough.
- The age range of teaching groups in the resource base is too wide and this impacts on the quality of provision for younger pupils in particular.
- The best use is not always made of the accommodation.
- Links with parents are very good.

### Commentary

32. Pupils in the base achieve well because of good teaching. The individual support and guidance that pupils in the ARB receive are very good. Pupils are very well cared for and their needs are very well met. They are encouraged to develop their personal skills very well so that they gain high levels of independence in their everyday school life. For example, they organise their own resources for each lesson, collect and clear away their own belongings, and often find their own way to other classes or other areas of the school.

33. The very good practical and visual approaches that are used in every lesson help most pupils to stay on task and gain good understanding of what is expected of them. In one lesson, very good use was made of symbols to help pupils understand what would happen next. Similarly, the practical nature of a numeracy lesson enabled pupils to develop good understanding of counting and how to make a simple block graph. The use of symbols in literacy leads to a good understanding of text and stories. The high quality topic books, using symbols and real photographs of visits, are major strengths, and enable pupils to read an account of their 'day out' with ease.

34. Assessment is very good and identifies clearly each pupil's strength and areas for development. Clear and specific targets ensure that pupils make regular small steps towards success.

35. The base caters for a wide age range. It is sometimes inappropriate for pupils from Year 1 through to Year 6 to work together, particularly in numeracy and literacy. At these times, the achievements of the younger pupils in particular are not as high as they should be. This is because the best use is not always made of the available accommodation to teach pupils in more age related groups. Consequently, tasks are sometimes too difficult for younger pupils and they do not join in as well as they could. At these times, the behaviour and concentration of a few pupils detract from the learning of others.

36. Links with parents are very good. Regular discussions ensure that pupils' needs are well catered for. The very good home-school symbol board is innovative and used with enthusiasm by the pupils. Through its use, pupils share with parents all the things they have accomplished during the day.

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

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

Provision in the Foundation Stage is **satisfactory**.

Children currently start school full time at the beginning of the term in which they reach the age of five. They come from a very wide range of pre-schools and nurseries, with a minority of children having no pre-school experience. Standards on entry are below expectations for four year olds, especially in the key area of personal, social and emotional development. Achievement is good, especially for those children who started school in January and April. By the end of reception children meet the expectations of the early learning goals. Teaching is good, particularly of key skills. However, teachers' planning does not provide for continuous access to outdoor play.

The profile of the Foundation Stage is not high enough in the school and this is reflected in the barren outdoor play area where there is no fixed play apparatus. Leadership and management are satisfactory, although they are part of the responsibility of the lower school co-ordinator. There is no clear policy for teaching children in the Foundation Stage.

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

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

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

- Children's relationships with each other and adults are good.
- Children have too few opportunities to choose their own activities.

#### **Commentary**

37. By the end of reception, the majority of children meet the early learning goals. However, a minority of younger boys have not reached them because they cannot work independently and sustain concentration. Teaching is satisfactory. Children are happy, secure and confident with day-to-day classroom routines. Their relationships with each other and their teachers and teaching assistants are good. In the main, children show good levels of concentration and most can work independently. Children are co-operative in tidying up at the end of sessions. However, children have insufficient opportunities to plan their own activities and to make choices as to which activities they would like to take part in, and this restricts their progress in an important part of early learning.

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

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

## **Main strengths and weaknesses**

- Teaching of key skills is good.
- Children are very confident in speaking and listening.

## **Commentary**

38. Because of good teaching, especially of key skills, children's achievement is good and the majority of children meet the early learning goals by the end of reception. In sessions, children listening attentively to their teachers or teaching assistants and they are keen and eager to answer questions. They readily engage in conversation with each other and visitors. They articulate their thoughts well, especially in giving reasons why a classmate should be 'Special Person' of the day. Children's knowledge of letter sounds is good and children use this effectively when reading. Many are established as early readers. In handwriting, children produce neatly formed letters. The majority write their names unaided and write simple sentences without adult support. More able children use capital letters and full stops.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Children have a good understanding of number.
- Key skills are taught effectively.

## **Commentary**

39. Teaching is good, especially of key skills, with the result that children meet the early learning goals by the end of reception. They read, write and order numbers to 10, with many confident in numbers to 30. Children understand simple addition and subtraction and are confident in solving 'one more than' and 'one less than'. More able children know how to find 'five more than' and 'five less than' and write number sentences, such as ' $7 - 5 = 2$ '. Children show a good understanding of comparison, including 'longer than' and 'shorter than'.

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

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

## **Main strengths and weaknesses**

- Children are confident in using computers.
- They have a good understanding of life cycles.

## **Commentary**

40. By the end of reception, children meet the early learning goals because of good teaching. Children's knowledge and understanding of life cycles of plants and insects is particularly good, including that of butterflies. Through practical investigations, children study and record how seeds grow. Children enjoy using large and small construction kits and use tools correctly,

such as spanners when bolting plastic sections of large kits together. Children enjoy using the computer and show good skills in using the mouse, especially to 'click and drag'.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Regular outdoor play does not feature strongly enough in children's learning.
- Children's manipulative skills with small apparatus are good.

### **Commentary**

41. By the end of reception children meet the early learning goals, although their outdoor play skills are not strong enough. Teaching is satisfactory. However, insufficient attention is given to providing children with regular access to outdoor play. There is no fixed apparatus on which children can climb, or through which they can tunnel. The large wheeled toys tend to be available at breaks rather than as a planned feature of regular learning. Teachers make satisfactory use of the school hall to provide some compensation and children enjoy parachute games, together with dance and gymnastic activities. In the classroom, children are confident in using their manipulative skills, including cutting when making models.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children's skills are good.
- Children enjoy musical activities.

### **Commentary**

42. Because of good teaching children meet the early learning goals by the end of reception. Children enjoy singing familiar songs and rhymes. When they take part in assemblies and hymn practice they join in enthusiastically, especially in the chorus of hymns, such as 'He's got the whole world in his hands'. In sessions in the classroom they enjoy using instruments to make their own group compositions. Children are confident in key skills of painting, printing and collage. They enjoy role play, especially when adults join in, although there is little opportunity for outdoor role play as resources are unsatisfactory: for example there is no 'play house'.

## **SUBJECTS IN KEY STAGES 1 and 2<sup>2</sup>**

### **ENGLISH**

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<sup>2</sup> The inspection took place over three days, Monday to Wednesday. On Tuesday, Year 6 visited their secondary school and on Wednesday, Year 4 started their residential visit. As a result, there were limits on the number of lessons that could be observed in these year groups, especially in humanities and in creative, aesthetic, practical and physical subjects.

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils currently in Years 2 and 6 achieve well to attain standards in speaking, listening and reading that are above those expected for their ages.
- The focus given to improving the standard of pupils' writing has resulted in a significant improvement in quality across the school.
- Teaching is effective and results in pupils' positive attitudes to English.
- Marking of pupils' written work is inconsistent.
- The subject is well led and managed.
- Language and literacy are developed well across the school.

### **Commentary**

43. Overall standards for pupils currently in Year 2 are above average and represent good achievement. Results of statutory assessments for seven year olds in 2004 confirm significant gains were made over the previous year. Inspection evidence indicates pupils now in Year 6 have made good progress and achieve well to attain standards that are above average in reading, and average in writing. Results of most recent end of Year 6 assessments confirm a marked improvement regarding performance in reading. Pupils with SEN play a full part in all activities, receive good support, and make good gains in terms of prior attainment, and against targets set in individual education plans.

44. Standards in speaking and listening are good throughout the school. The majority of pupils are articulate and speak confidently. They listen attentively. In class, pupils contribute enthusiastically and explain ideas clearly, as for example, when pupils in Year 2 explained their views on aspects of a fictional character's personality. Pupils co-operate well in group discussions, taking turns to speak, and valuing each other's opinion. Pupils have many opportunities to speak confidently to larger audiences: for example when they take part in assemblies and public performances.

45. In reading, standards for current seven and eleven year olds are good. Pupils benefit from a wide range of reading activities in school and good parental support at home. Pupils now in Year 2 tackle new reading material confidently. They summarise stories well, talk confidently about characterisation, and predict events as they read, using a range of cues to help them decode unfamiliar words. By Year 6 most pupils read expressively and fluently, and infer and deduce meanings within the text. Pupils demonstrate a clear understanding of how punctuation determines the way text is to be read. The well organised library, together with regular book fairs, provides further encouragement for pupils to read. By the time pupils leave at the end of Year 6 they have a good understanding of how to use reference books and the Internet to gain information to support learning.

46. In its quest to raise standards in writing the school introduced 'writing toolkits' and 'marking ladders' for every genre of writing. Both strategies have had a marked impact on the quality of pupils' writing. Pupils make effective use of the toolkits to structure their writing across a range of styles and purposes. They use the 'ladders' to good advantage to check and evaluate what they have written against what is required. Standards for pupils now in Year 2 are above average. They are average for those now in Year 6. With the new structures to support pupils' writing having been in place for a year, there is every indication they will enable further development and improvement in the acquisition of writing skills. Good attention is paid

to spelling, with good use being made of dictionaries and thesauruses to aid and enrich choice of words. By the end of Year 6, handwriting is good, and, in most instances, so is pupils' presentation of work.

47. Teaching in English is good; over one-third of lessons seen were very good. The result of such teaching is seen in pupils' positive attitudes towards the subject. Pupils participate fully and with much enthusiasm in all activities; they strive to achieve well. From Years 2 to 6, English is taught in groups determined by prior attainment. Whilst this narrows considerably the range of ability in each group, classes still contain a breadth of ability. In most, but not all lessons observed, teachers' thorough planning provided activities well matched to the needs of pupils at different stages of learning in each group. Further aspects of successful teaching include:

- Teachers' good subject knowledge;
- Effective use of questioning;
- Good support for pupils with SEN;
- Very good relationships where teachers know pupils well and are able to motivate them well.

Whilst teachers give pupils good encouragement and oral feedback in lessons, marking of written work is inconsistent. It does not always give pupils enough guidance as to how they can improve their work.

48. The subject is led and managed well by a teacher who has a clear understanding of how to improve standards further. Whilst pupils' work, together with information from assessments, is used effectively to track pupil progress, modify curriculum provision and set targets for learning, the subject leader has insufficient opportunities to monitor the quality of teaching and learning in lessons. Through monitoring teachers' planning and pupils' work, she has started to identify and share good practice.

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

49. Most other subjects contribute well to the development of language and literacy, as for example, in science, where pupils write up the results of investigations. In history pupils produce accounts of historical events and of life in past times. Work in geography requires pupils to make written comparisons between different locations, whilst studies relating to religious education provide good opportunities for writing about aspects of different world faiths. Work in each subject often requires pupils to incorporate information researched either from reference books or from the Internet.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good, with very good teaching in Years 5 and 6 leading to good achievement.
- There is not enough support in some numeracy lessons for lower achieving pupils.
- Leadership of mathematics is good with some very good management.
- Resources are used well to keep pupils focused.
- Marking of pupils' work is inconsistent.



- Numeracy skills are used well in other subjects of the curriculum.

## **Commentary**

50. Results of 2003 national tests for pupils at the end of Year 2 showed that standards in mathematics were above average. For pupils at the end of Year 6, standards were likewise, above average, including the proportion who achieved the higher level 5. Early indications from the 2004 tests show that these standards have been maintained. The work seen on inspection concurs with these results and shows that pupils across the school achieve well in mathematics. The national data shows that standards are being maintained year-on-year.

51. Pupils' good achievement is closely linked to the good quality of teaching in all areas of the school. In lessons seen teaching ranged from satisfactory to very good. The strengths of the very good teaching, much of which was seen in Years 5 and 6, include teachers' very good subject knowledge, the fast pace of questioning, and the good demonstrations which clearly show pupils what is expected. The positive impact of training shows in the good planning and effective final or plenary sessions that are key features of lessons.

52. Just occasionally there are no allocated teaching assistants in some classes. At these times pupils of lower attainment and those with SEN do not achieve as well as they could, and this impacts negatively on their progress. Where teaching assistants are deployed they have a very beneficial effect on learning. They are very skilled in supporting pupils and play a very important part in the subject's success.

53. The subject is well led and very well managed. The subject leader is knowledgeable about the subject and her monitoring of lessons has identified areas for development which have been addressed. Monitoring of data and analysing its implications has led to whole school target setting and a rise in standards. The current focus is rightly on the further development of assessment.

54. Resources are well used in mathematics lessons to keep pupils interested and on task. Very effective use of the overhead projectors was seen in many lessons, and a varied range of equipment was used particularly in the younger classes to promote understanding of mathematical concepts, such as capacity. Some exciting challenge cards were used in a Year 6 lesson to promote thinking skills. These successfully challenged pupils to work out answers for themselves.

55. Marking of pupils' work is inconsistent. It is not always helpful and does not always explain to pupils how they can improve.

## **Mathematics across the curriculum**

56. Numeracy skills are used well across the curriculum to support other subjects. This is particularly evident in ICT, where pupils have used their mathematical skills to collect and display data as a range of graphs. Numeracy skills are evident in design and technology where pupils undertake accurate measurements for their models, such as the model vehicles in Year 6. In science pupils use numeracy well to collect data and undertake measurements.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards by the end of Year 6 are good.
- Achievement of pupils including those with SEN is good.
- Opportunities for pupils to investigate and use experimentation are good.
- The subject is managed by a new subject leader who needs further professional development.
- Monitoring of the subject needs further development.
- Marking could be improved.

### **Commentary**

57. Standards achieved by pupils at the end of Year 2 are satisfactory and by the end of Year 6 are good, with achievement by the most able very good. This is as the result of good overall provision for science throughout the school. Pupils are provided with plenty of opportunity to experience investigative tasks that both challenge and engage them. As a result, pupils are motivated to achieve, are stimulated by well planned activities, and have very positive attitudes to the subject.

58. Teaching was judged to be good overall, with teachers adopting appropriate strategies to enable pupils to understand and achieve. Teaching resources were used effectively and in the best lessons open ended questioning was used to consolidate, challenge and to assess pupil progress. In all observed lessons pupils were encouraged to work at times both collaboratively and independently and the pupils' capacity to do so was very good. This resulted in lessons that were dynamic and stimulating where the learning was active and pupils generated their own scientific questions.

59. By the end of Year 2 pupils develop a good understanding of basic science including the simple categorisation of plants and animals, the differences between materials, and how to make a simple circuit. Pupils are provided with adequate opportunities to investigate and experiment and they record their work in tables, graphs and pictures.

60. By the end of Year 6, pupils have good opportunities to investigate and experiment with scientific ideas. Teachers provide the structure for the activities; allowing pupils to predict, hypothesise and record their work in the most appropriate way. As a consequence, pupils are confident and identify the features of a fair test and draw conclusions from their results. They offer explanations as to why their prediction differs from their experimental results. This approach encourages high achievement and this is a main factor in the success of results in national tests, especially pupils achieving the higher level 5 (58 per cent in 2004).

61. Planning of the science curriculum is good and well matched to the different ability levels. Therefore the achievement of pupils with SEN is good, the whole approach to science is inclusive, and teaching assistants have an impact on pupils' ability to learn.

62. The procedures for assessment are satisfactory and this has been identified as an area for further development. The feedback pupils receive through marked work is inconsistent and does not always inform future planning.

63. Leadership and management are satisfactory. The subject leader is relatively new to the post and has highlighted further professional development as an area of improvement. This will help with the overall understanding of his role and allow him to monitor the subject more effectively. The resources for science are good and are well used by teachers and teaching assistants.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' competence in key skills is good.
- Classroom based computers are not used to maximum effect to support learning.
- Monitoring of teaching and learning is good.
- Hardware and software problems have a negative impact in some lessons.

### **Commentary**

64. By the end of Year 2 and Year 6, standards meet national expectations and pupils' achievement is satisfactory. Standards have improved since the previous inspection as the result of improvements in hardware provision, including an ICT Suite and greater teacher expertise and confidence. There are strengths in the teaching of key skills, with the result that pupils are very competent in these. In Year 2 pupils know how to 'log on' and 'log off' on the school's network, and they are secure in loading, saving and printing their work. By Year 6, pupils show good skills in word processing and in desktop publishing. Their work in producing multimedia presentations about their families is of a good standard. During the inspection teachers and pupils in Year 1 were frustrated by screens freezing and the program being used malfunctioning. As a result little learning took place.

65. Teaching is satisfactory, with strengths in the teaching of key skills. Teachers are confident in demonstrating and explaining the features of new programs. Planning for lessons in the ICT suite is good and effective use is made of this in lessons where there are no reliability problems. The main weakness in teaching is that planning for the use of computers in classrooms is inconsistent, with the result that pupils have insufficient opportunities to use and apply their key skills in other subjects, including literacy and numeracy.

66. Leadership and management are good and have made important contributions to the improvements made since the previous inspection. The subject leader has carried out an impressive programme of monitoring teaching and learning in all classes, with follow up action to be taken. This has improved the consistency of teaching and ensures that the subject is taught to the full requirements of the National Curriculum. However, the subject leader is aware that more needs to be done in relation to using computers in the classroom.

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

67. When given the opportunity pupils are capable of producing impressive work. For example in Year 6 pupils have used desktop publishing skills to good effect in their presentations showing life in a village in India. In work linked to their residential visit to Bath pupils in Year 5 have created high quality 'flyers' showing the city's importance as a source of evidence for life in Roman Britain.

## HUMANITIES

Insufficient lessons were seen in order to judge provision in history and geography, so work in these subjects was sampled.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Religious education contributes well to pupils' personal development.
- Good displays around the school promote good awareness of other faiths.
- Teachers' knowledge of the subject is not always good enough.
- Assessment of pupils' skills is unsatisfactory.

### Commentary

68. Provision in religious education is not as good as at the time of the last inspection, when progress was good.

69. Standards meet the expectations of the locally agreed syllabus in Year 2 and Year 6. Pupils' achievement in religious education is now satisfactory. This is because of satisfactory teaching. Pupils learn about several different world faiths and by Year 6 they talk about some of the festivals and special people linked to Christianity, Sikhism and Judaism. Their personal skills are fostered well through the study of religious education. For example, pupils in Year 4 were able to reflect on their feelings following a visit to the local church. They recognised the 'specialness' of the place and showed clear understanding of the practices of Christianity. Year 6 pupils were able to talk about symbolism and its importance for each religion. They felt that their study of different faiths prepared them well for life in a multicultural society. The good displays around the school show evidence of past study, and promote good awareness of other faiths and cultures.

70. The quality of teaching in religious education is satisfactory. Lessons are planned appropriately and there is a clear emphasis on the development of language and personal skills. However, teachers' knowledge of the different aspects of religious education is not always secure enough to raise standards. Sometimes, explanations are not clear enough and there is a lack of focus on the particular objective being taught. Consequently, pupils' knowledge and understanding do not improve sufficiently at these times.

71. Leadership and management are satisfactory. The assessment of pupils' skills in religious education is unsatisfactory. However, the subject leader is new and is already rightly aware that this is an area for development.

72. **History** is planned as a discrete subject with units of work covered in different year groups. Planning is satisfactory and reflects the scheme of work adopted by the school. Teachers utilise the book-based resources to deliver the subject but the use of artefacts,

pictures and photographs enrich the subject and provide opportunities for the subject to be brought to life. Only one lesson was observed during the inspection, however standards of work seen and discussions with the headteacher and subject leader would indicate teaching to be satisfactory overall. History had a high profile in display in classrooms with the use of timelines a particular feature. Standards of work seen were satisfactory and in line with national expectations by the end of Year 2 and Year 6.

73. **Geography** is planned as a discrete subject from Year 3 to Year 6 but is more topic based in the earlier years. Planning is satisfactory and teachers are confident in their approach and subject knowledge. The subject leader has worked closely with external advisors to ensure that planning covers all the expected areas of study for the geography curriculum. Environmental studies and field work require further emphasis and the subject leader is addressing these issues. There were no geography lessons observed during the course of the inspection but work analysis and discussions with the headteacher and the subject leader indicate the teaching to be satisfactory overall. Standards of work seen are in line with national expectations.

74. Procedures for assessment in both history and geography are unsatisfactory. There is no formal assessment and no monitoring of assessment. It is acknowledged that future improvements will have to rectify this situation so that pupils will have a clear understanding of how to improve their work. The school has already identified the need to improve the subject leader's impact on subjects by improving monitoring of individual subject areas.

75. The resources for both subjects are adequate and improvements have already been identified including more artefacts for history and more appropriate atlases for geography.

76. The subject leader provides satisfactory guidance for the subject and has clear ideas on the development and the direction of the subject. He would like history and geography to have more prominence in the school and is committed to ensuring that they do. He has identified his role in monitoring the subject as a focus for highlighting the place of humanities in the school and delivering good quality provision.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Sufficient evidence was available to judge provision in music. In art and design, design and technology and in physical education, work was sampled.

### **MUSIC**

Provision in music is **very good**.

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

- Standards of pupils' work are well above national expectations.
- Very good teaching leads to very good learning.
- The excellent leadership in this subject is inspirational.
- Pupils benefit from the very good subject knowledge of all key music staff.
- A very high number of pupils are enjoying tuition in a range of instruments.
- Music has a very high profile and is a clear strength throughout the school.
- Resources overall are very good, but there is a shortage of teaching space.
- There is no evidence of the use of ICT in the teaching of music.

## Commentary

77. Observation of five music lessons and singing practices, and a review of pupils' work confirm that standards in music are well above national expectations throughout the school and exceptional by the end of Year 6. Achievement is very high for pupils of all abilities and pupils with SEN are fully included in a range of musical activities.

78. Very good teaching was observed across the school and this leads to very good learning. The enjoyment of pupils is evident and they strive keenly to do their best in all aspects of this subject. In an excellent lesson taught to Years 3, 4 and 5 all together, the teacher's obvious passion for music encouraged all pupils to excel from the outset. Pupils played keyboards, recorders and percussion with total concentration to accompany some very high quality singing. The teacher used specialist vocabulary throughout the lesson, advising pupils for example about aspects of their singing, such as dynamics and breathing techniques. Selected pupils confidently took solo parts. All participants were enthusiastically involved and pupils from the ARB were fully included in singing and clapping the rhythms.

79. The inspirational leadership of the music subject leader provides an excellent example for all. He communicates his excellent subject knowledge with impressive ease, making complex musical concepts readily accessible to pupils. His clear vision and dynamic enthusiasm have an outstanding impact on music provision throughout the school, ensuring the continuous development and momentum of this area of the curriculum. The inclusive philosophy of 'music is for everyone' ensures that music has a very high profile and is a clear strength throughout the school.

80. There is a very high take-up of pupils having instrumental tuition in a range of instruments, including guitars, keyboards, pianos, violins and various brass instruments. The school has enthusiastic choirs in most year groups who all practise regularly and take part in various performances, both within and outside the school. Pupils enjoy performances from visiting musicians and take part in regional music festivals.

81. A very good range of music resources are very well organised and easily accessible in all areas of the school. Pupils benefit from specialist teaching in all age groups and there is good support from teaching and non teaching staff. There is no dedicated music room and the shortage of space occasionally hampers the teaching and performance of large groups.

82. Schemes of work are well adapted and extended to support teaching, but there has been no time set aside for the subject leader to monitor teaching and learning. No evidence was seen of the use of ICT in music and this is an area for development.

83. Only one lesson was seen in **art and design** so it is not possible to make a judgement about teaching throughout the school. However, analysis of pupils' work in sketchbooks and in attractive displays around the school suggests that standards of work and achievement are above national expectations. Pupils benefit from the expertise of the subject leader and the good subject knowledge of teachers. There is evidence of very good teaching of key skills, particularly in figure-drawing in Year 6. Pupils are taught to use a range of techniques in a variety of media, and progress is good throughout the school. Very little evidence was seen of the use of ICT in pupils' art and design work and this remains an area in need of development. The subject leader provides satisfactory leadership and demonstrates very good subject knowledge. However, there are no assessment tasks built into the schemes of work and this,

together with the lack of time set aside for the subject leader to monitor teaching and learning, hinders the improvement of provision in art and design.

84. No lessons were observed in **design and technology**. Analysis of pupils' work in their books and in displays around the school provides evidence of standards being above national expectations in Year 2 and Year 6. Pupils' achievement is good and there is a clear progression of skills in work as pupils go through the school, which is an improvement since the previous inspection. Some very good design work was seen in Year 6 pupils' books, including detailed sketches, plans and scale drawings for the making of powered vehicles to meet specific criteria, which were then built and raced to see which vehicles achieved the greatest speeds. There are good safety guidelines and a clear framework for the development of skills. However, insufficient use is made of ICT in design and technology work. The subject leader provides satisfactory leadership and good subject knowledge. The budget allocated to design and technology covers the purchase of consumable materials, but is not adequate to allow for the updating of equipment and the provision of ICT software. This has a negative effect on curriculum opportunities. There are no assessment tasks built into the design and technology scheme of work which means that assessment cannot inform teachers' planning. No time has been set aside for the monitoring of teaching and learning and this is a barrier to development of the subject.

85. One lesson was seen in **physical education**. The school places a strong emphasis on physical education, including 'huff and puff' sessions at the start of each morning for pupils, staff and parents. In addition, pupils benefit from a good range of extracurricular activities, including the opportunity to take part in competitive matches against other schools. Pupils receive their full entitlement to the National Curriculum, including swimming. In Year 6 pupils take part in a wide range of outdoor pursuits. Accommodation is good, with a large hall and plenty of playground and playing field space.

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

Provision for pupils' personal, social and health education (PSHE) is **good**.

### **Commentary**

86. Inspection evidence confirms the school considers this subject to be an integral part of its work. In addition to regular lessons, often undertaken as part of 'Circle Time'<sup>3</sup>, aspects of PSHE are woven into aspects of everyday school life. From early on in their schooling pupils are taught to appreciate the difference between right and wrong. In a successful 'Circle Time' session, pupils in Year 4 discussed sensibly ways in which to resist peer pressure to do wrong. Pupils in Year 5 showed a genuine social conscience as they considered behaviour during lunch and wet playtimes, and how changes in rules could bring about more enjoyment for certain pupils. Several ideas were considered to be of sufficient merit to be taken forward to the school council.

87. Pupils learn to value each other; as can be seen in class displays depicting 'Special Person(s) of the Week', whereby pupils' self esteem is raised through positive comments made about them by classmates. Older pupils value and enjoy helping to supervise younger

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<sup>3</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

pupils during play, and supporting everyday administrative tasks. Pupils learn about people in other countries and cultures, and help raise funds for local and national charitable causes. In so doing, pupils come to appreciate the situations of others less fortunate than themselves. The many out-of-class activities provided by the school, including residential visits, foster still further pupils' personal and social development.

88. Effective work is undertaken on promoting pupils' understanding of what constitutes a healthy lifestyle. Work reviewed indicates pupils cover aspects including healthy eating, drug awareness, and sex and relationships education. Learning is supported by activities, such as the daily 'huff and puff' sessions, and 'Fruity Fridays'. Such provision resulted in the school gaining a 'Healthy School' award in 2003.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2



Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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