

INSPECTION REPORT

**CLAPHAM TERRACE COMMUNITY PRIMARY SCHOOL
AND NURSERY**

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125554

Headteacher: Mr G Bailey

Lead inspector: Mr F Carruthers

Dates of inspection: 13 – 15 October 2003

Inspection number: 255824

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: (full time equivalent)	223.5
School address:	Clapham Terrace Leamington Spa Warwickshire
Postcode:	CV31 1HZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Haig
Date of previous inspection:	1 February 1999

CHARACTERISTICS OF THE SCHOOL

The school has 234 pupils on roll, aged 3 to 11, and there are about 30 more boys than girls. The socio-economic circumstances of the pupils' families are very varied and are broadly average overall. About fifteen per cent of the pupils are from minority ethnic backgrounds, mainly Indian or mixed race, and some receive support for learning English as an additional language. At the time of the inspection, a very few were at the early stages of learning English. The attainment of the children on entry to the nursery is broad and, overall, is well below average, especially in communication, language and literacy and in mathematical development. There are 73 pupils on the school's list of pupils with special educational needs, 13 of whom attend the speech and language resource base, to which the school is host. Pupils attending the resource base spend some of their time being taught in this specialised facility and most of the time in the main classes. Seven pupils have a statement of special educational need. The proportion of pupils with special educational needs is above the average of schools nationally. This year the school has been awarded the nationally recognised Artsmark (gold) for the quality of its provision in the arts, and a School Achievement Award for improvement, awarded by the Department for Education and Skills (DfES).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13459	E Mills	Lay inspector	
19041	R Linstead	Team inspector	Physical education Religious education Special educational needs
25787	E Morris	Team inspector	Mathematics Information and communication technology Music
23204	C Wojtak	Team inspector	Science Art and design Design and technology Areas of learning in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good education** and **good value for money**. Pupils make good progress and achieve well so that standards by the end of Year 6 are above average. Standards have risen since the time of the last inspection. The quality of teaching is good and the school makes good provision for pupils with special educational needs. Leadership and management of the school are good.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above the national average by the end of Year 6 and junior-aged pupils achieve well. However, progress in the infant classes is only satisfactory and standards by the end of Year 2 should be higher.
- Pupils with special educational needs make good progress and those attending the speech and language resource base achieve well over time. The school makes sure that these pupils are included well in the school's good range of opportunities and activities.
- The quality of teaching is very good in the speech and language resource base as well as in Years 4, 5 and 6.
- Leadership and management by the headteacher and the governing body are good.
- The school has a very caring ethos, supporting the pupils' personal development well and helping the few pupils with emotional or behavioural difficulties to make the most of their schooling. Teaching assistants play a significant role in this respect.
- The arts subjects, especially art and design, and music, are strengths of the school.
- Links with parents are very effective and there are many opportunities made for parents to meet with teachers.

The school was last inspected in February 1999 and has made good progress since then. There has been good improvement in standards, and in the provision in information and communication technology (ICT). Planning for the school's development and for the curriculum is much improved. There have been significant improvements to provision and the organisation of teaching in the Foundation Stage¹.

STANDARDS ACHIEVED

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

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

By the end of Year 6, all pupils achieve well and attain standards that are above average in English, mathematics and science overall. Standards that pupils in Year 6 attained in the 2003 National Curriculum tests, illustrated in the table above, were an improvement on the 2002 results. Attainment in ICT is average. Children in the nursery and in the reception class make good progress towards the goals that children are expected to achieve by the end of the reception year but most have not achieved them all by then. Progress in infant classes is satisfactory but there is a balance of strengths and weaknesses. Standards in reading and mathematics are average by the end of Year 2 but below average and not good enough in writing and science. Too few pupils attain above

¹ The Foundation Stage in this school is the nursery and the reception class

the expected Level 3 in writing, mathematics and science. Pupils with special educational needs receive good support from specialist teachers and assistants and make good progress. Pupils at the early stages of learning English as an additional language settle into school quickly and make good progress over time, so that they are frequently among the highest attaining pupils in older junior classes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their attitudes and behaviour are good. Pupils with emotional and behavioural difficulties are given good support to help them reach the targets in their individual learning plans. **Levels of attendance are similar to those found in most schools and are satisfactory.** Punctuality to school is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good. Strengths of the teaching are the teachers' subject knowledge and expertise and the good use that the teachers make of teaching assistants and specialist teachers. Teaching is consistently good in the Foundation Stage and very good in Years 4, 5 and 6, and in the speech and language resource base. In Years 1 and 2, expectations are not high enough for what average, higher attaining and gifted and talented pupils can achieve.

This is a caring school, which promotes the well being of all pupils and caters effectively for the range of pupils with special educational needs in school. There are very good opportunities for rich learning experiences, especially in the arts.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Strengths are: the headteacher provides very good direction for the work of the school and is a significant role model in promoting the caring ethos of the school. He is well assisted by the recently appointed deputy headteacher. Governors have a very good overview of the work of the school and are fully involved in strategic planning. Teamwork amongst staff is good and, though some are new to their roles, subject leaders are fully involved in developing the quality of their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and there is overwhelming support for its ethos and achievements. The school has very effective links with parents, who feel very comfortable approaching staff with concerns. They value this aspect highly. Pupils are positive about school and enjoy the variety of activities it offers. They feel they learn well and make good progress.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Raise the staff's expectations of what pupils in infant classes can achieve and thereby raise standards in reading, writing, mathematics and science by the end of Year 2.

A minor issue is:

- Monitor the deployment of teaching assistants in classes to make the most effective use possible of their skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science are **above average** by the end of Year 6 and pupils' achievement overall is **good**. However, standards by the end of Year 2 are not high enough and the achievement of average and above average pupils in infant classes is unsatisfactory.

Main strengths and weaknesses

- Standards in English, mathematics and science are above the national average by the end of Year 6, and junior-aged pupils achieve well. However, progress in the infant classes is only satisfactory overall and standards by the end of Year 2 should be higher.
- Pupils with special educational needs and those learning English as an additional language make good progress.
- Pupils attending the speech and language resource base achieve well over time.
- Children make good progress in the Foundation Stage.
- Attainment in art and design is above average by the end of Year 6 because of good quality provision.

Commentary

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

Standards in:	School results	National results
English	27.8 (27.8)	27.0 (27.0)
mathematics	28.2 (26.8)	27.0 (26.7)
science	28.8 (29.0)	28.8 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. Standards in English, mathematics and science have risen at a rate above the national upward trend since the first group of pupils in Year 6 took National Curriculum tests in 1999. The most recent test results in 2003 are an improvement on the previous year and reflect the very good quality of teaching evident in older junior classes. Standards in English and mathematics were above average and more pupils achieved the higher Level 5 in each subject. For instance, approximately 40 per cent of pupils achieved this in mathematics and science, and one third of pupils did so in English. Standards of speaking are high and older pupils are articulate and confident. Pupils are confident and fluent readers and they write well across a range of subjects. However, the presentation of their writing is variable and, overall, only satisfactory. Pupils' knowledge and understanding of number are good and they apply their skills well to solve problems. It is a similar picture in science. Pupils speak knowledgeably about topics they have covered and know well how to carry out their own investigations.
2. Overall, the achievement of pupils of all levels of ability is good and this is also true when the performance of boys and girls is analysed. Pupils attending the speech and language resource base achieve well over time because of very good teaching. Pupils with special educational needs make good progress towards the targets in their individual education or behavioural plans, because of the good support from teachers and classroom assistants. Those pupils learning English as an additional language are helped by a specialist teacher and assistant and they soon gain confidence to try to speak the new language. After a few

years, the rate of progress they have made is evident in the number of such pupils who are amongst the highest attaining in classes.

3. This picture of good progress is not so clear, however, in Years 1 and 2. Standards in recent years in reading, writing and mathematics have varied from average to below and well below average in National Curriculum tests at the end of Year 2. In 2003, results were disappointing in all three key subjects. This was a year group with a high incidence of pupils with special educational needs and approximately one third of pupils attained below the level expected of pupils nationally. However, other pupils did not do as well as they might and the proportion of pupils attaining the higher than expected Level 3 was low. This under-achievement is evident in current infant classes, especially in writing, and is because teachers' expectations of what the average-attaining, higher-attaining and talented pupils achieve are not high enough. There is a strong focus on helping pupils with special educational needs and not enough on challenging others.

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

Standards in:	School results	National results
reading	14.6 (15.8)	15.9 (15.8)
writing	12.6 (13.2)	14.8 (14.4)
mathematics	14.4 (16.5)	16.5 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. Children in the Foundation Stage get off to a good start and make good progress in both the nursery and the reception class. They do especially well in personal, social and emotional development and most exceed the early learning goals in this aspect of development by the end of the reception year. Many have very limited skills of language and literacy, however, and only a minority achieve the early learning goals in these aspects of development and in mathematics. Nevertheless, they make good progress from a low starting point.
5. Of the other subjects of the curriculum inspected, attainment in art and design is above average by the end of Year 6. This reflects the high quality of provision for the arts in the school, with a well-planned curriculum, visiting specialists and an annual week devoted to various elements of the arts. Pupils have a real pride in their achievements in this subject and the quality of their work is evident throughout the school, especially in the main hall. In addition, there has been improvement in standards in information and communication technology (ICT) since the time of the last inspection, when the subject was a key issue for improvement. Standards are now average overall and pupils are achieving much better because of improved provision.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of the great majority of pupils are **good**. Provision for pupils' spiritual, moral, social and cultural development is also **good**. Attendance rates are **satisfactory**.

Main strengths and weaknesses

- The majority of pupils have good attitudes to their work and behave well, especially in junior-aged classes and the Foundation Stage.
- Expectations of pupils' behaviour are high, especially in Years 4, 5 and 6 and the Foundation Stage. In Years 1 and 2, the expectations for pupils' conduct and application to their work are not always sufficiently high and some of these pupils lack self-discipline.
- The school successfully encourages pupils to become mature, responsible and caring individuals.
- Relationships in the school are generally good. Pupils get on well with each other and with all adults in the school community, but a few pupils with behavioural difficulties sometimes distract others from their learning.
- The school promotes pupils' understanding of their own and other cultures well.

Commentary

6. Parents feel that their children enjoy coming to school, a view that is endorsed by the children themselves, and the great majority of pupils behave well and sensibly. They get on well with each other and relate well to the adults in the school community. Levels of attendance are satisfactory, though below the national average in 2003. Procedures to monitor attendance are good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.3
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.

7. In most lessons, pupils have good attitudes to their work and listen well to their teachers and to each other. Relationships are generally good. Teachers have high expectations for pupils' conduct, especially in Years 4, 5 and 6 and in the Foundation Stage, and most pupils respond well to this. The school has effective measures in place to deal with the challenging behaviour that sometimes occurs. Policies to support this have been revised and steps taken to ensure that the approach of staff is consistent when dealing with poor behaviour. A number of pupils have behavioural difficulties and the school works well to deal with instances of unacceptable conduct. There is a high level of adult support in lessons and there are appropriate strategies in place to help these pupils to concentrate and improve their attitudes to learning. However, on occasions their conduct has a detrimental effect on the learning of others. Most pupils work hard, are keen to learn and act responsibly. However, in Years 1 and 2 some pupils have difficulty in paying attention, rely too heavily on adults supporting them and are easily distracted from their work.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Chinese
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
147	2	0
8	0	0
4	0	0
2	0	0
2	0	0
3	0	0
11	0	0
1	0	0
1	0	0
3	0	0

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

8. The school helps pupils to develop positive personal qualities. Their views are sought through the school council, which has representatives from pupils in Years 2 to 6. Pupils

respond well when given responsibilities. Their cultural development is encouraged well with appropriate emphasis on cultural diversity. This is evident in art and design, music and religious education throughout the school year, and is reinforced through events such as the Intercultural Creative and Performing Arts Festival, when a range of cultures is celebrated. At the time of the last inspection, pupils' spiritual development was unsatisfactory, but the school now promotes this aspect of pupils' personal development well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching is good and the curriculum is planned well. Support for pupils' welfare, health and safety is good.

Teaching and learning

The quality of teaching is **good**. Teaching is very good in Years 4, 5 and 6. No unsatisfactory teaching was seen during the inspection. Pupils' learning is also **good** and directly reflects the good teaching they receive. The assessment of pupils' work is **satisfactory**.

Main strengths and weaknesses

- The teaching in Years 4, 5 and 6 is a particular strength as the majority of it is very good, but expectations of what pupils can achieve in Years 1 and 2 are not high enough.
- Teaching in the Foundation Stage is consistently good.
- Teachers have a good knowledge and understanding of the subjects they teach.
- Specialist teachers and support staff are used well in most lessons, especially to help pupils with special educational needs.
- The assessment of pupils' work in mathematics is very good, but in science and ICT it is not thorough enough to identify how best to help pupils to improve.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	14 (32%)	21 (48%)	8 (18%)	0 (0%)	0 (0%)	0 (0%)

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

9. The consistently good and predominantly very good teaching in Years 4, 5 and 6 is helping pupils of all abilities towards reaching their full potential. They are able to learn new skills and acquire new knowledge at a good rate in all the subjects they are taught. The majority of lessons in these year groups are taught very well by teachers who plan exciting and stimulating work. They create a calm and productive atmosphere in which pupils feel secure and can flourish.
10. There is consistently good teaching of children in the Foundation Stage. All staff have a good knowledge of the needs of young children and use praise sensitively to raise children's self esteem. Staff are sensitive but firm, and relationships between staff and children are very good. The nursery nurse and support staff make a good contribution to all aspects of the children's development.
11. The teaching and learning of pupils in Years 1 and 2 are satisfactory overall but average and above average attaining pupils are not always given work that is sufficiently challenging to help them make better progress. There is a certain lack of rigour and urgency in lessons so that pupils, especially the more able, do not feel they have to work as hard as they are

capable. As a result, very few pupils reach the higher than expected levels in their work. In the National Curriculum writing test at the end of Year 2 in 2003, no pupil managed to exceed the nationally expected level.

12. Teachers demonstrate a good knowledge of the subjects that they teach. This helps them to explain new ideas and concepts clearly in lessons and enables pupils to learn the correct facts and vocabulary. Teachers often use their own experiences to make learning more relevant for their pupils.
13. Teachers plan the role of specialist teachers and support staff in lessons carefully. This contributes well to the teaching of pupils with special educational needs and those learning English as an additional language. It means that pupils are able to make the most of their time in school. Pupils with statements of special educational needs make good progress towards the targets in their programmes of work and this is because they get very effective support. Some support staff make notes of how well the pupils they are working with are progressing. This is very helpful to the teacher because the information can then be used to plan suitable future work. The extra adults in the class are also often useful in assisting the teacher in the management of pupils who have behavioural difficulties. For example, if the behaviour of a particular pupil is impeding the learning of the class as well as their own, then the assistant can manage the pupil on a one-to-one basis.
14. The particularly good assessment procedures in mathematics, which enable every pupil to be tracked and their progress closely monitored, have been instrumental in raising standards at the end of Year 6 to above those expected nationally. Assessment procedures in English are satisfactory but in science and ICT they are not sufficiently well developed to give teachers a clear picture of what individual pupils know and can do. This makes the planning of appropriate work more difficult. It can lead to needless repetition of work or pupils being given tasks that are too easy or difficult for them. This restricts their progress, as learning is less effective. Arrangements to identify pupils' special educational needs and to monitor their progress are good. As a result, targets in their individual educational plans are very clear.
15. There has been a good improvement in teaching since the last inspection when teaching was satisfactory. At that time, 12 per cent of teaching was unsatisfactory, and good or better teaching was only seen in half the lessons. Teaching is now good overall and there is no unsatisfactory teaching.

The curriculum

The curriculum provided by the school is **good** and there are very good experiences to enrich the curriculum for pupils, particularly through the arts and residential trips. It fully meets statutory requirements, and improvement since the last inspection has been good.

Main strengths and weaknesses

- The curriculum is well planned and there are very good opportunities for enrichment for all pupils, particularly in the creative arts, and personal development.
- Provision for ICT has improved dramatically and the positioning of the suite of computers adjacent to the library improves opportunities to undertake independent research.
- Curricular development is strong and is enhanced by the high quality of the support and specialist staff who share their expertise well.
- The curriculum for the children in the nursery and reception classes is good and has been greatly improved, particularly in terms of the outdoor classroom provision.
- The accommodation is good but there is no playing field, which has an adverse impact on opportunities for physical education.

Commentary

16. One of the striking features of this small school is the committed teamwork between staff, governors and pupils that underpins all of its aspects, including curricular development. The staff are a good mix of highly skilled specialists from the speech and language resources base, high quality support staff and committed individuals who share their expertise. Information and communication technology is now a core element in the curriculum and its development has been a good improvement since the time of the last inspection.
17. In the Foundation Stage, teaching and support staff have completely redesigned the curriculum and have created good learning opportunities that encourage independence. The outside classroom is about more than a space for housing wheeled vehicles. There is a wealth of opportunities outside, which change through the year. Children experiment with a variety of tools in the builders' workshop. The well-chosen emphasis placed on the basic skills at the start of each day is effectively enabling children to control their learning, and the additional specialist staff help all children to work at a suitable pace. Pupils in Year 1 follow a similar useful programme.
18. Curricular plans include very good opportunities for enrichment, such as an annual arts week and a residential visit to Cumbria. These are good examples of the school's ethos that works to nurture individual talents of all pupils. Outside specialist provision for music is resulting in confident learners. The full programme of extra-curricular activities provides activities for sport and the arts for all. Chess is also very popular, one of the parents has arranged Spanish and French lessons during lunchtimes and a grandparent has arranged a very popular knitting club. These activities generate pupils' enthusiasm for learning. They are very well attended and promote a love for the creative and performing arts and sport.
19. Provision for personal, social and health education is good. Lessons in citizenship form an integral part of the personal, social and health education programme, and specialists from outside agencies support well the teaching on topics such as sex and relationships education, and drug awareness.
20. Provision for pupils with special educational needs is good. Good procedures assess and identify pupils with learning difficulties at an early stage. Support is put in place swiftly. Those pupils with behavioural difficulties or with other special needs are well supported. The individual educational plans prepared for these pupils are implemented well by class teachers and support staff. These plans specify targets that are short-term, measurable and achievable. Pupils arriving in school with little English receive good support from the specialist teacher and assistant, and quickly begin to make progress. All pupils have equal access to the whole curriculum, including extra-curricular activities.
21. The accommodation is good and presents a grand setting for the artwork on display. The Victorian building is unusual and full of character, but it does present certain challenges. There are no green spaces and so outdoor games lessons are inhibited. Some of the teaching spaces are a little cramped. The school council has been fully involved in developing the playground to provide an environment that can be used for creative play or for structured learning. The maintenance and cleanliness of the building are of a high order. The teaching staff are a strong team of youth and experience and pupils look to the adults as powerful role models.

Care, guidance and support

The school provides **good** personal care for pupils and has **good** procedures in place to ensure their welfare and safety. Pupils' personal development is supported well throughout the school.

Main strengths and weaknesses

- Relationships between staff and pupils are good. Staff know pupils well and are aware of their individual needs.
- There are very good arrangements for the induction of children into the nursery.
- There is a very high level of adult support in most lessons, which ensures that pupils have the help they need, but sometimes lessens the degree of pupils' independence by offering too much help.
- There are clear procedures to ensure the health and safety of pupils and to monitor their personal development.
- Arrangements for seeking the views of pupils are good.

Commentary

22. The school has addressed the minor issues raised in the last report and has effective measures in place to ensure the health, safety and welfare of pupils. This is a school that cares for its pupils and caters well for their individual needs. Parents are confident that their children are well looked after.
23. The school has very good arrangements in place to ensure that children settle well in the nursery, with a programme of home visits and good exchange of information with parents. Care and concern continue throughout school. The good relationships between staff and pupils and the staff's good knowledge of pupils' personal circumstances ensure that pupils feel secure and confident to ask for help when they need it.
24. A high level of support in lessons is provided. Although the large amount of skilful adult support is very beneficial for pupils in most lessons, there are occasions when some pupils rely too heavily on it. They sometimes lack independence in their learning and this inhibits their achievement.
25. Pupils' views are sought, valued and acted upon well through the school council, which involves pupils from Years 1 through to 6. This is evident in the contributions they have made to changes to the outdoor play areas.

Partnership with parents, other schools and the community

The school's partnership with parents is **very good** and parents are very supportive of the school's work. Links with other schools and with the community are **good**.

Main strengths and weaknesses

- Parents support the school very well and their views are very positive.
- Arrangements for delivering and collecting pupils to and from school give parents very good access to staff, which enables very good informal exchange of information.
- There is good communication with parents in homework diaries for pupils in Years 5 and 6. However there are no home / school records for other pupils.
- The school has good links with a local beacon nursery and with schools to which pupils transfer.
- Good use is made of the local community.

Commentary

26. Parents are very supportive of the school and work well with staff in the education of their children. The views of parents are very positive and few parents have any misgivings about the school. One notable feature about the school's relationship with parents is the daily contact that staff have with parents who deliver and collect their children. Parents meet their children in the school hall where the headteacher, class teachers, governors and support

staff are available to discuss any concerns and exchange information. This provides a very good link between home and school. Parents provide good support through the Home / School Association. The recently introduced Parent Representative Scheme gives parents a further opportunity for contact.

27. The level and quality of information provided for parents have improved since the last inspection and general information about the school is good. Annual written reports are mostly detailed and give parents a clear picture of strengths and areas in which pupils can improve. In Years 5 and 6, pupils have homework diaries, which provide a very good means of communication between home and school but this does not extend to pupils in other classes.
28. Nursery staff have good contact with a local *beacon* nursery, and this has a positive impact in the sharing of expertise. Contact with schools to which pupils transfer after Year 6 is good and includes some units of work that are continued and developed at secondary schools. Community groups use the school frequently, and pupils make good use of the community as a learning resource.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The governance of the school is very good. The headteacher leads the school well. Management is good.

Main strengths and weaknesses

- The strong and very well led governing body makes important contributions to the school's achievements and improving standards.
- The headteacher, ably supported by his new deputy, leads the development of the school effectively and has a very clear vision for how the school is to develop.
- Strategic planning and procedures to check the performance of teachers are very good.
- Approaches to financial management, deployment of the large number of support staff, and arrangements for induction are areas for improvement.

Commentary

29. The governing body plays a big part in focusing the school on raising standards, and this is a significant improvement since the last inspection. At the same time, governors value and work hard to sustain the school's strengths, to support the personal development and learning opportunities of all pupils. They are pleased by the continuing high standards by the end of Year 6, but concerned by lower levels of achievement in Years 1 and 2. Governors visit the school regularly, expect a lot of the staff and are not easily satisfied. For example, they challenge the school on standards, non-contact time, bullying, finance and cultural provision. Governors have ensured that the school met all the key issues from the previous inspection and now meets all statutory requirements.
30. The headteacher, ably supported by his new deputy, works closely and sensitively with staff and pupils. He is highly committed to making sure that all members of the school community, whatever their ages, backgrounds and capabilities, make the most of their time and opportunities at the school. He has a very clear vision, fully shared with the governing body, of the school's situation, needs, purposes and aims. As a result, the school improvement plan, with the achievement of high standards now at its heart, has become an effective key instrument for keeping the school on course in translating aspirations into action.
31. Higher standards by the end of Year 6 and the improved quality of teaching and the curriculum reflect the effectiveness of the headteacher's leadership. They also show the

good contribution to school improvement that key staff and subject leaders are now making. The foundation of these improvements is the strength of performance management in setting targets for pupils, teachers and the school as a whole. The monitoring of teaching by senior staff is good overall and has, for instance, identified the need to improve the performance of pupils by the end of Year 2. However, arrangements to welcome and integrate new staff are too informal, and the school is now taking steps to improve them.

32. Very good leadership and good management of arrangements for pupils with special educational needs have improved provision since the last inspection. The school has met all the issues reported. The good links developed with the speech and language resource base have improved the expertise of staff and the use of resources. However, support staff are not always deployed to maximum effect. For example, one teacher may, for good reason, have three staff supporting learning in her lesson when another teacher has none. Both teachers and classroom staff use their initiatives at times to redress such imbalances, but the best deployment of the support available at any given time is an area for further development.
33. Financial planning and control are satisfactory and governors are fully involved in monitoring the school's finances. Principles of seeking best value are applied satisfactorily. The school incurred a budget deficit over the last year and, in agreement with the local education authority, this deficit is to be repaid over the next four years. Senior staff and governors have secure plans to achieve this. The governors' decision to maintain the high level of additional adult support is effective in ensuring that provision is good for all pupils, including the high number with special educational needs, and therefore increases their levels of achievement. Although unit costs are relatively high, the school provides a good standard of education, is fully inclusive, supporting all pupils, and represents good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	590,766
Total expenditure	637,051
Expenditure per pupil	2,524

Balances (£)	
Balance from previous year	-3,801
Balance carried forward to the next	-50,086

SPEECH AND LANGUAGE RESOURCE BASE

What is the effectiveness of the resource base?

Provision is **very good**. Pupils' achievement is **good**. The leadership and management of the base are **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- High standards of planning and assessment integrate pupils well into the main school.
- Better links between the base and the main school are enhancing provision.

Commentary

34. The speech and language resource base maintains the high quality of provision reported previously for pupils with major speech and language difficulties. At the time of the inspection, the base provided for 13 pupils, two of whom had statements of special educational needs. More of the pupils are from Years 1 and 2 than the older year groups.

Two part-time speech and language teachers, two special educational needs assistants and a speech therapist from the local health authority run the base well in partnership with the school's special educational needs co-ordinator.

35. The high quality of teaching enables pupils to achieve well. A mark of the success of the base is that significant numbers of pupils are able to move back fully into mainstream schools. This often happens in the second half of the junior years. Pupils benefit from teachers' specialist expertise, enthusiasm, very favourable teaching and support ratios, and high quality, stimulating resources. The high expectations of all staff show in pupils' engagement with learning and their good achievement during lessons. The base is a very purposeful place, which maintains its strong commitment to raising pupils' standards of attainment.
36. Assessment continues to be rigorous and guides the very careful planning of each pupil's daily programme so that all have full access to the National Curriculum and religious education. The high quality of planning also ensures that work in the base complements classroom work well, sustaining achievement in all lessons. Parents' strong support and interest in the work make important contributions to pupils' progress.
37. Liaison between staff in the resource base and the staff of the school has improved since the last inspection. The pooling of resources, specialist training and sharing problems and ideas, have enhanced provision for all pupils with speech and language difficulties. These links offer opportunities for further development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the nursery and the reception class is good overall and improving.

The changes introduced last year are having a beneficial effect on provision. Since the last inspection there has been a decline in the attainment of children entering the nursery. It is well below that of most children nationally but, as a result of good teaching and support, most children achieve well, although standards are below average when they leave the reception class. Staff ensure that the learning needs of children are identified early through careful assessment. Subsequently, children with special educational needs receive good support and make progress alongside their peers. The outdoor area is greatly improved since the previous inspection and teachers have improved their planning for physical development, role-play and activities using ICT equipment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **good** and has improved since the last inspection.

Main strengths and weaknesses

- Good attention is paid to the needs of individual children and well-prepared activities increase their independence.
- Good teamwork and consistent approaches ensure strong support for children who need direction and have weak social skills on entry to the nursery. These factors lead to high standards of behaviour.
- Assessment procedures need more time to become established.

Commentary

38. These aspects of development are given high priority in the school. Children achieve well and make good progress in the way they work and play together. Standards are above the expected levels when children leave the reception class.
39. All of the staff have a good knowledge of the needs of young children. They take time to talk to children and use praise sensitively to raise children's self esteem. When children find it difficult to accept direction, staff are sensitive but firm. Relationships between staff and children are very good. The nursery nurse and support staff, in and out of class, make a good contribution to children's personal, social and emotional development.
40. All adults work as an effective team and children are introduced sensitively but thoroughly to good social conduct. Good assessment procedures have recently been introduced and staff are becoming more used to the early learning goals. The use of the digital camera to capture evidence is very helpful for parents who do not find it easy to communicate.
41. On entry to nursery, children learn the expected routines very quickly, even when they have weak social skills. Most children enter the classroom confidently, work as part of a group and take advantage of the well-planned activities that the teachers and support staff provide. The great majority of children in their reception year behave well and understand the necessity of taking turns. They accept isolated lapses in behaviour from others but encourage their peers to follow routines and codes of behaviour. They enjoy sharing role-play experiences, and individuals show initiative by undertaking tasks.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and is carefully directed towards developing children's language skills; good links are made between all activities.
- Teachers sometimes find it difficult to challenge the children who are exceeding expectations during large group times.

Commentary

42. Many children have weak skills of language and communication on entry to the nursery. Children achieve well and make good progress, although standards remain below the expected level by the end of the reception year. Children in the nursery quickly learn to settle quietly, and most listen attentively in stories. The nursery nurse encourages a lot of active involvement, which helps the children to concentrate. By the time they reach the reception class, children rarely reach the goals expected for their age because of their narrow vocabulary. Many children have difficulty in framing their thoughts into whole sentences. They successfully name characters from stories but are less confident when re-telling well-loved stories. By the end of the reception year, most children 'read' stories successfully by referring to the pictures, and a few read simple books with repetitive texts. They make good attempts at tracing and copying their names, and a few more able children recognise their own names and copy sentences written by the teachers. Some children are already writing words such as *mum* when they make cards on the writing table.
43. The staff introduce gradually a modified hour in the style of the National Literacy Strategy, so that children recognise links between reading and writing. In shared work, staff work hard to target questions to different abilities, but it is a difficult challenge to extend the most able children. Whilst the level of challenge is often good, sometimes questions from the teacher involve too much of the teacher talking and not enough of the children responding. As the year progresses, however, there are more opportunities for children to work in groups of similar ability. Writing skills are developed satisfactorily through painting, drawing and role-play opportunities. Structured writing activities are introduced during basic skills sessions, such as the focus on *b* when children make their own bug.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- There is good support for less able children and the challenge for more able children is good.
- Assessment procedures are not carried out early enough.

Commentary

44. Children's skills in numeracy are slightly better than those in language. From a low starting point, progress is good and children achieve well by the end of the reception year, reaching expected standards. Children develop mathematical skills in practical ways throughout the day, often in groups so that teaching staff can target children of different levels of ability. Teachers are gradually learning about what children know and can do. Most children count up to ten but have difficulty in ordering numbers. Staff plan interesting activities but their instructions are sometimes too difficult for the children to understand. Most activities are well

matched to the children's number skills. In these instances they succeed and learn well, although some children are asked to repeat activities when they appear to be ready to move on. Assessments by teachers are not made early enough to enable teaching to be more precise. Very young children begin to recognise and name shapes, and reception children reinforce their number recognition when playing number bingo and using ICT programs. Children enjoy making repeated patterns with pegs and pegboards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**.

Main strengths and weaknesses

- The range of experiences offered is very good.
- Teachers' use of display to reinforce learning and refresh children's memory is good.
- Children learn very quickly to use digital cameras to record their experiences, and a range of programmable toys.

Commentary

45. Children's opportunities to achieve are developed systematically over time and the children make good progress. Nevertheless, by the time they leave the reception class, many have not reached the level expected of their age. The school offers a wide range of exciting opportunities to visit places of interest. Resources are being built up as each new unit of work is introduced. Children are involved in many activities. For example, they learn about the world of work and how to handle different tools such as pliers, hammers and screwdrivers. A growing number of children can *drag* and *click* the mouse to move the computer program on, using good programs related to story lines and number recognition. They help each other to learn skills. Many children have begun to take digital photographs to record images for their assessment files. This year, children have started to record their own music to help their skills of listening and creativity.

PHYSICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Teachers and support staff plan well to make full use of the refurbished outdoor area.
- Stimulating activities develop children's skills for writing, drawing and painting.
- Children from the speech and language resource base are included very well in dance lessons.
- There are shortfalls in resources, such as hole punches and small, one-handed tools.

Commentary

46. Children have physical skills close to those expected for their age and they make good progress. There is good access to indoor and outdoor areas. Planning for the outdoor area is good and exploits the space. Teaching staff ensure that activities for writing, drawing and painting are stimulating and capture children's interest. Many children have good control of their wheeled toys and ride with enthusiasm. They experiment with hula-hoops and learn to use them in different ways. They handle tools with imagination and confidence. In dance lessons, all children join in very well. Children from the speech and language resource base feel confident to take an active part because the teacher from the base teaches the lesson, and there is a very good relationship between child and adult. Dance lessons are motivating, structured well, include a lot of drama and enable children to discuss their favourite parts of

the sequence. Children all achieve very well because of very good teaching. There is a need to build up resources, such as small tools, which help to refine their manipulative skills.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Teachers' planning connects with all areas of learning and is well structured.
- The range of resources and materials is adequate but could be better.
- Children use digital photography so that they remember their creative work.

Commentary

47. Most children achieve the early learning goals in this area of learning by the end of the reception year. Teachers arrange a wide range of interesting creative activities in which children can work with colour, texture, shape and music. Children use paint and collage materials, well supported by members of staff who work to develop the children's skills in listening and speaking, as they help them to describe what they are doing and making. In music-making sessions, children learn to handle instruments correctly and to follow posters which give directions on how to play instruments. By teaching correct holding positions, the teacher encourages the children to develop their fine motor skills. Resources for music are plentiful but some areas of creative development are insufficiently resourced.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.
- Pupils' skills of speaking are high and reading standards are well above average.
- The quality of teaching and learning is good overall, but teachers' expectations of what pupils can achieve in Years 1 and 2 are not high enough.

Commentary

48. Standards that pupils attain by the end of Year 6 are above average. This is reflected in the most recent National Curriculum test results in 2003 and in the current Year 6 class. A particular feature is the pupils' confidence and maturity in speaking, and standards are high. Pupils are articulate and give their opinions clearly. Even lower-attaining pupils are ready to respond with a clear statement to teachers' questions. This is because teachers focus on encouraging all pupils to contribute their views and ideas in lessons, including those at the early stages of learning English as an additional language. As a result, after a few years in the school, such pupils are frequently among the highest-attaining pupils in the year groups.
49. Standards of reading are well above average by the end of Year 6. A large proportion of pupils in the current Year 6 class are reading at the level expected of pupils a year older than them, and some are even higher. This is because of consistently good teaching in school, encouragement to enjoy reading children's fiction of good quality, as well as good support from home. As a result, pupils have good attitudes to reading. Resources for reading have

been added to in recent years, and there is a good range of fiction and information books in the library, as well as sets of books for reading in groups.

50. Standards in writing are average overall by the end of Year 6. The teaching in lessons of the National Literacy Strategy covers the full range of writing tasks, such as narratives, persuasive pieces, poetry and letters, and the content of the writing is frequently mature and interesting. Nevertheless, the presentation and care that pupils put into their efforts are very variable in quality. The teaching does not consistently demand enough of pupils in this respect.
51. This is most evident in Years 1 and 2, where there is insufficient rigour in teaching and often too great a focus on helping pupils with special educational needs. This was observed in lessons where there were specialist teachers and classroom assistants supporting the class teacher. Too great a focus was given to helping pupils with speech and language difficulties, special educational needs or English as an additional language. As a result, while the progress of these groups of pupils was good, the achievement of higher-attaining pupils, the gifted and talented was unsatisfactory. Consequently, too few pupils attain the higher Level 3 in reading and writing by the end of Year 2.
52. Leadership and management of the subject are good. The recently appointed subject leader is continuing the good work of the previous post holder, who monitored the quality of provision well, including teachers' planning, pupils' work and the quality of teaching. Procedures to assess how well pupils are doing are satisfactory overall. There has been close analysis of information and test results, which has led to improved provision, for example the setting up of a basic skills programme in literacy for reception-aged children and pupils in Year 1. However, the quality of marking is inconsistent across year groups and does not always follow the school's policy.

Language and literacy across the curriculum

53. Subjects such as geography, history, science and religious education provide good opportunities for pupils to develop skills of speaking, listening, reading and writing, especially in junior-aged classes. At times, the higher attaining pupils in Years 1 and 2 are not sufficiently challenged to write their own sentences in work on famous people from the past, such as Florence Nightingale, or on the local area.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils leave the school attaining standards above the national average.
- Teaching is good overall, and very good in Years 4, 5 and 6, but expectations of pupils' achievement are not high enough in Years 1 and 2.
- Support staff make a good contribution to learning in lessons.
- Assessment procedures are very good and are used particularly effectively to raise standards in Years 3 to 6.
- The subject is well led and managed but links with other subjects are not always identified and planned.

Commentary

54. The standards attained by Year 6 pupils in the 2003 National Curriculum tests were above average. There was a marked rise in standards over the results in 2002. This has been maintained and pupils currently in Year 6 are attaining standards above those expected for their age. The consistently very good teaching of these older pupils is a significant factor in

helping pupils to reach such high standards. They make good progress. In 2002, the pupils in Year 2 reached standards similar to those found nationally. In the 2003 tests, the results were disappointing and the standards attained dropped considerably. Nearly a third of the class failed to reach the nationally expected level and only a fifth of them exceeded it. Although this was a year group with a high incidence of pupils with special educational needs, the expectations of teachers were not high enough and pupils of all abilities were not sufficiently challenged in their work to raise their levels of achievement. The pupils currently in Year 2 are reaching standards as expected for their age. However, they are not being fully stretched in lessons, and progress is only satisfactory.

55. The quality of teaching in Years 4 to 6 is very good and helps pupils learn at a fast rate. Teachers have very high expectations of their pupils and set work designed to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work and behaviour at all times. The pupils respond very well to this, and are eager to do their best and achieve high standards. Teachers use support staff well to help their pupils learn more effectively. They plan the role of the learning support and classroom assistants very carefully to maximise their impact. As a result, pupils with special educational needs and those with English as an additional language make good progress. Some make notes of the achievements of the pupils they are working with to share with the teacher after the lesson, so that appropriate future work can be planned. Support assistants know the pupils well and, in the best lessons, often help with behaviour management to enable the teachers to concentrate on teaching.
56. The subject is managed well by a very knowledgeable subject leader. She has put in place very useful assessment procedures that are used successfully to help pupils to reach their full potential. The information collected shows how individual pupils or particular groups are progressing and triggers action if they are not performing well enough. Test papers are analysed to identify areas of strength or concern. Planning of work is then adjusted to address any perceived problems. Although the subject leader monitors the provision through looking at books and planning, she has not had the opportunity to monitor teaching to highlight areas for development.

Mathematics across the curriculum

57. The pupils' skills in mathematics are sometimes used in other subjects but their inclusion is not always planned and often happens by chance. When such links are made they prove useful, making learning more relevant and helping pupils to reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and draw tables and graphs of their findings. Some lessons take place in the ICT resource centre, where pupils have access to computers and these lessons are very useful in helping pupils develop skills in both subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils in Year 6 achieve well and reach above average standards because teaching is often inspiring and challenging, and more pupils exceed expected levels.
- Standards in Year 2 are below average because work is insufficiently challenging in the infant classes.
- Teaching is good overall and even better in Years 4 and 5, where the commitment of teachers to investigative learning is high.
- The use of assessment to set targets and to enable scientific skills to be developed systematically is not yet precise enough.

Commentary

58. Standards have improved in line with the national trend and, from the low start, achievement is good at the end of Year 6. National Curriculum test results for pupils in Year 6 in 2003 show standards are average when compared nationally and with those in similar schools. There was a rise in the number of pupils reaching and exceeding national expectations and this is also reflected in the findings of the inspection. Higher and average attaining pupils can talk confidently about the areas of science they have studied and have acquired sound, and often good, knowledge and understanding. Pupils' scientific skills are average and they are given sufficient opportunities to plan and carry out their own investigations.
59. The assessment by teachers of pupils' attainment at the end of Year 2 in 2003 shows that standards were above average when compared nationally, and with similar schools. Discussions with the present Year 2 show that many pupils have knowledge and understanding which is nearer to the expected level, though not at higher levels. Some pupils have limited recall of scientific vocabulary, which impedes their ability to express their ideas.
60. Teaching and learning are satisfactory in Years 1 and 2, and good in the junior classes, and there is a good proportion of very good teaching. In the infant classes, there is often insufficient challenge for pupils of different abilities and many pupils are not working hard enough. Many have weak literacy skills and their written work is below average; several do not listen attentively. In Years 4, 5 and 6, pupils work at expected levels in lessons and make good gains in their learning. Lessons give good opportunities for pupils to learn through active involvement and investigation. In these practical lessons, motivation is high and pupils work with enthusiasm. Where learning support assistants are present, they are used very well to ensure that lower attaining pupils, those with special educational needs and those learning English as an additional language, achieve well by explaining concepts so that they can grasp them. Teachers are developing the use of correct scientific vocabulary well. In Year 5, skilful questioning challenged pupils' thinking and clarified their ideas when investigating pollination. This enabled the most confident pupils to use their scientific knowledge when predicting what might happen.
61. Although the amount of practical work has increased since the last inspection, much of this is too tightly directed and pupils have insufficient opportunity to use their own ideas to plan and carry out investigations. This limits their achievement. Assessment systems have been improved but the use of information to set clear and precise targets for improvement is inconsistent. There is insufficient rigour in the approach of some teachers to planning future work.
62. The leadership of the subject has suffered from long-term absence although, in the past, training opportunities have been used well to improve the teaching of investigation, and monitoring of pupils' work has taken place. The new subject leader is an excellent role model but has not yet had sufficient time to make a big impact on the subject. Improvement has been satisfactory since the last inspection.

Outstanding Practice – Designing a game for *Habitats and Food Chains* in Year 4

This lesson stood out from the ordinary because of the commitment to and the value placed on actively *working together*, which is the term that pupils in Year 4 use for collaborative working. The teacher used her excellent knowledge of how pupils of this age group learn best, in the design of tasks that had a structure but were sufficiently open-ended to promote creativity and imagination. Pupils sparked ideas off each other through a games approach to learning that relied on pooling ideas, deciding on the merit of the group's ideas and utilising individual strengths on the team. The good knowledge base about food chains and habitats was evident at the start of the lesson when pupils reminded each other about their previous lessons. This informed each team's decisions, but was given equal weight with the development of the skills of inquiry, communication and analysis. Each group was given the chance to shine, to celebrate its method of working in meeting its objective within a strict deadline. The value of each team member explaining his / her thought process helped the understanding to be extended to the larger group. Interventions by the teacher ensured that there was purposeful direction, which consistently developed the team's ideas. The atmosphere in the classroom was often animated with a hum of purposeful collaboration. Throughout the lesson, pupils of all abilities listened to each other with great interest and the lesson ended with no lapses in concentration.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and so pupils achieve well.
- Pupils have a good attitude to their work and behave well but their keyboard skills are weak
- The subject is well led and managed.
- Teachers have good subject knowledge but ICT is not always planned to contribute to other subjects.
- Assessment procedures are not in place to monitor pupils' progress.

Commentary

63. By the end of Year 6, the pupils' attainment is average. This represents a very good improvement since the last inspection, when standards were judged below average and the provision of ICT was a key issue for improvement. All the weaknesses identified in that report have been fully addressed. All aspects of the subject are taught, although the depth of coverage varies across aspects. Work in control technology is limited, as is monitoring of external events using suitable sensors. The very good improvements in the resources for the subject and the increased confidence of teachers have been instrumental in raising standards to an acceptable level. Pupils with special educational needs and those learning English as an additional language make good progress, as they are well supported by both adults and their classmates. However, pupils' keyboard skills are underdeveloped and most pupils have difficulty in entering text at a reasonable rate. This frustrates them and limits their output in the time allocated.
64. The quality of teaching is good and no unsatisfactory teaching was seen during the inspection. Two very good lessons were taught by very skilled and knowledgeable teachers, who inspired their pupils and presented the work clearly and in logical steps. All teachers manage their pupils well and create a good working atmosphere in which pupils can concentrate and produce good quality work. Pupils thoroughly enjoy the subject and are very proud of their efforts. Pupils are learning a whole range of new skills at a tremendous rate. Work is well planned at a level designed to help pupils of all abilities learn effectively.
65. The subject is well led and managed. The previous subject leader and the current leader have worked hard to ensure that the provision is successfully meeting pupils' needs. Assessment procedures to track the attainment and progress of pupils are being introduced.

The information resource centre, consisting of a library area and a suite of computers, is a great asset and enables teachers to be flexible in how they teach. All classes are timetabled for three lessons each week in the resource centre, one for specific ICT skills and two for other uses. These two other lessons are not monitored, however, to assess if the centre is being used effectively.

Information and communication technology across the curriculum

66. Although ICT is used on occasions in other subjects, there is still scope for improvement. At present links are not always identified or planned to help pupils improve their learning in both ICT and the other subjects. Some good links are made in subjects such as English, mathematics and history, however.

HUMANITIES

There was insufficient evidence to form overall judgements in **geography** and **history**. One lesson was observed in each subject. A sample of pupils' work indicates that classes are taught the requirements of the National Curriculum in both subjects and that pupils' attainment is average. There are good opportunities for older pupils to write at length about topics in these subjects and for all pupils to take part in field trips and interesting visits.

Religious education

Provision is **satisfactory**.

Main strengths and weakness

- Lessons and assemblies interest pupils and contribute well to their spiritual, moral, social and cultural development.
- The school draws sensitively and effectively on the resource of its multi-faith community.

Commentary

67. Nearly all pupils, including those for whom English is an additional language and those with special educational needs, achieve most of the standards expected of pupils by the end of Years 2 and 6, as described in the agreed syllabus, showing the satisfactory overall quality of teaching and learning. Good leadership and management have improved the quality of provision since the last inspection. Teachers have addressed the weaknesses identified in the last report. Lessons and assemblies interest pupils, there are adequate opportunities for reflection and pupils are learning both about and from religions. For example, pupils in Year 6 spoke of the importance of knowing about other religions in developing their tolerance and understanding of other people. Pupils in Year 2 showed a mature understanding of the meaning of the birth and death of Jesus.
68. Good opportunities for reflection now enhance pupils' spiritual development. For example, observational drawings of seeds by pupils in Year 5 showed intense concentration and appreciation of both beauty and design. A very well led reflection in a morning assembly on homelessness encouraged pupils to use their thoughts and imagination to understand dispossession. In an effective Year 4 lesson, the teacher invited ethnic minority pupils to make sure that her account of their religion was accurate. The class was very quiet and respectful as these pupils explained their faith and helped to set up a shrine to a god. Visits each year from a local minister and to the local church, temple and gurdwara significantly enrich pupils' understanding of religion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in **art and design**, **design and technology**, and **music** in infant or junior classes during the inspection. From a range of other evidence, it is clear that provision for the arts is **good** overall and there are significant strengths in art and design, and music. In **physical education**, it was only possible to see a few dance and games lessons.

Main strengths and weaknesses

- Teachers' knowledge, understanding and commitment to high standards in art and design are evident from the range of work in portfolios and sketchbooks.
- Music has a very high profile in the school.
- The celebration of art and design throughout the school and the community gives pupils' work a wide audience and promotes their self-esteem.
- Enthusiasm and interest are evident in pupils of all ages and they delight in showing and using products that they have made.

Commentary

69. The quality of **art and design** on display and in collected portfolios indicates that standards overall are above average. The range of work includes strong links with other schools, and with work inspired by other subjects. A multicultural approach underpins the work. Sketchbooks show evidence of techniques being learned and pupils being helped to select and test suitable materials for different projects in art and design, and design and technology. This is where pupils begin to evaluate their own work and that of others. In some classes there is evidence of over-direction and the end products have a similarity about them. In most classes, however, this is not the case, and creativity and imagination mark the work undertaken by pupils when using the skills learned in individual art projects. The large hangings in the hall are of a very high quality and were developed during an artist's visit. Enthusiasm for these activities is evident when talking to pupils.
70. The very good level of provision for **music** makes it a strength of the school. Pupils sing tunefully in assemblies. The compact disc made in the summer term of the whole school and the choir singing, and pupils playing a range of tuned instruments, is of a high quality. Many pupils learn to play a variety of instruments with teachers and visiting specialists. These pupils often reach a good standard of performance as well as learning to read music using standard notation. The school choir gives pupils from all years further opportunities to improve their musical knowledge and understanding. Pupils listen to music at the start and end of assemblies to improve their knowledge of the works of various composers and performers in styles of music from around the world. Having a dedicated music room with a good range of instruments for pupils to play has a very positive impact on the provision. There are a number of musical events throughout the year for pupils to enjoy.
71. In **design and technology**, pupils test their ideas and then those that prove to be unsuitable are modified, enhanced or re-worked until they are of an acceptable standard. In this way pupils learn that only high quality work is acceptable. Pupils comment very favourably about the subject.
72. Evidence in the few lessons observed in **physical education** shows that standards in dance and games are average overall. The good qualities of teaching leading to effective learning were: energetic warm ups, plenty of continuous exercise for all pupils, clear directions and demonstrations, enthusiastic coaching and good teamwork. Learning was occasionally less effective when inappropriate behaviour interfered with the progress of lessons. Pupils do not seem to have enough opportunity to learn through observing and assessing each other's work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There has been good training for staff in how to help pupils to manage and control anger.

Commentary

73. Lessons in citizenship form an integral part of the personal, social and health education programme, which includes good opportunities for pupils to manage their emotional health. For example, the staff have had some training in anger management techniques and use it to good effect. Specialists from outside agencies support well the teaching on topics such as sex and relationships education, and drug awareness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	2
Accommodation and resources	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
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).