

## **INSPECTION REPORT**

### **CLIFTON UPON DUNSMORE CE PRIMARY SCHOOL**

Clifton upon Dunsmore, Rugby

LEA area: Warwickshire

Unique reference number: 125670

Headteacher: Mr R Powell

Lead inspector: Mr D Speakman

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> December 2003

Inspection number: 255837

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	213
School address:	Station Road Clifton upon Dunsmore Rugby
Postcode:	CV23 0BT
Telephone number:	01788 542027
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S McKenzie
Date of previous inspection:	29 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This average sized voluntary controlled Church of England primary school serves the immediate local area and one further afield, bordering the nearby town of Rugby. Although the immediate area is socially advantaged, pupils come from overall average socio-economic circumstances. The school population is stable and a below average number of pupils joins or leaves during the school year. Most of the pupils are White British, with about seven per cent coming from other ethnic backgrounds. Two pupils speak English as an additional language and are at an early stage of English language acquisition. The percentage of pupils with special educational needs is below average. Special needs include moderate learning difficulties, social emotional and behavioural problems, and autism. The proportion of pupils claiming a free school meal is below average. Pupils' attainment on entry to reception is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D Speakman	Lead inspector	Mathematics, information and communication technology, English as an additional language.
1329	Mr K Oliver	Lay inspector	
32358	Mrs H Griffith	Team inspector	English, geography, history, religious education (RE), special educational needs.
27242	Mrs E Rice	Team inspector	Science, art and design, design and technology, music, physical education (PE), Foundation Stage.
31838	Mr M Williams	Team inspector	Modern foreign languages (French).

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school with some very strong features that provides a good quality of education and, because of its very low unit costs and its effectiveness, gives excellent value for money. As a result of good teaching, high levels of inclusion and a very good ethos of care, pupils are interested in school, achieve well and starting from an average base, attain well above average standards in English, mathematics and science and generally above average standards in other subjects.

The school's main strengths and weaknesses are:

- The leadership of the head teacher is very good and is fundamental to the school's drive to improve. He is very well supported by the deputy head teacher and other staff with leadership responsibility.
- The governors make a good contribution to the school's development.
- The quality of teaching and learning is good at all stages of the school.
- Assessment procedures are good, and assessment information is used well to ensure that pupils at all levels of attainment are provided with challenging work to do.
- All groups of pupils, including those with special educational needs, pupils with English as an additional language and those at different levels of attainment, including gifted and talented pupils, achieve well.
- Starting from an average baseline, pupils achieve well above average standards in English, mathematics and science. Standards in information and communication technology and French are also well above those expected nationally for pupils of this age.
- As a result of very good provision for their personal development, pupils have very good attitudes towards school and their behaviour is very good.
- The curriculum is of a good quality and benefits from very good levels of enrichment.
- The school looks after its pupils very well and this reflects its very caring ethos.
- Links with parents are good and the school has very productive contact with other schools which pupils come from and move on to.

The level of improvement since the previous inspection has been very good. The school was inspected in 1998 and since then standards have risen and the quality of teaching has improved. Assessment procedures and their use, which were a weakness at the previous inspection, are now good. The curriculum is much improved and the quality of leadership and management is now very good, an improvement since the previous inspection. The school has responded very well to issues raised in the previous inspection and these have been fully addressed.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is good overall.** Pupils start reception with average attainment. Children achieve well and they exceed the goals children are expected to reach by the end of reception in all areas of learning. In Years 1 to 6, all pupils achieve well. Attainment by the end of Years 2 and 6 is well above average. Standards in writing have improved this year and inspection evidence shows that by the end of Year 6, standards in English, mathematics and science are on course to be well above average as are standards in information and communication technology, art and French. Core skills of literacy, numeracy and computer skills are very good in other subjects.

**Pupils' personal development is very good.** This is supported through very good provision for their spiritual, moral, social and cultural development. Pupils' attitudes towards school and learning and their behaviour are very good. Attendance and punctuality are both very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**Teaching and learning are good** with some very good features at all stages of the school. Teachers have good subject knowledge and use it well to plan challenging and interesting activities based on reliable assessment data. As a result teaching meets all pupils' needs and encourages high levels of interest and enthusiasm for work. Teachers have very high expectations of their pupils' behaviour and the resulting very good quality of behaviour supports the good achievement made by all groups of pupils throughout the school. Teaching for pupils with special educational needs is good; teaching assistants provide valuable support and are effective in what they do. Procedures for assessment are good in English, mathematics and the Foundation Stage. The information is used effectively to plan the next stages in learning in these areas. The recently introduced pupil self-assessment is having a positive impact on standards in information and communication technology, where it is being trialled.

The curriculum is good. The school provides a broad, balanced and rich curriculum that has many areas of strength. The provision of French for pupils in Years 5 and 6 means that the school more than meets its statutory curriculum requirements. There is a very good range of extra-curricular activities.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the head teacher is very good. He has a very clear vision of the needs of the school which is based in rigorous and reliable school self-evaluation and analysis of assessment data. Plans for school improvement are very well thought out and very appropriate to the school's needs. He is very effectively supported in this work by the deputy head teacher and other staff with leadership responsibility. The governors provide good levels of challenge and support and contribute well to the work of the school. Statutory requirements are fully met. Together, the head teacher, staff and governors have developed very good management systems that are very effective in identifying the school's needs and moving it forward at a very good pace.

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

Parents are very happy with the school. They feel their children are making good progress and that the quality of teaching and learning is good. Parents are confident that their children like school, are cared for whilst there and are expected to work hard and do their best. Parents feel they can make their views clear and that they are listened to. They feel well informed about how their children are getting on. At the pre-inspection meeting parents expressed a pride in their association with the school. Pupils have positive views about the school. They enjoy school and feel that they are finding out new things. They say that they will be well supported if they have problems.

## **IMPROVEMENTS NEEDED**

There are no major areas for improvement.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are well above average at the end of Year 6. Achievement is good at all stages of the school.

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

- Children in the Foundation Stage achieve well and attain above expected standards for children at the end of reception.
- Standards have improved since the previous inspection.
- Pupils achieve well and attain standards in English, mathematics and science that are well above average at the end of Year 6. Standards in information and communication technology, French and art are also well above those expected nationally for pupils of their age.
- Standards in core skills of language and literacy, numeracy, and information and communication technology are very good in other subjects.
- All groups of pupils, regardless of gender, race or ability, achieve well.

#### **Commentary**

1. By the end of reception, children in the Foundation Stage exceed the expectations of the early learning goals in all areas of learning. Their achievement is good. Pupils continue to achieve well throughout the school and by the end of Years 2 and 6, overall standards are well above average. All groups of pupils, higher attaining pupils, those with special educational needs, pupils with English as an additional language and those at all levels of attainment, achieve well and attain high standards when compared to their prior attainment. Boys and girls achieve equally well.
2. At the time of the previous inspection standards in English and science were above average, and average in mathematics. In information and communication technology, attainment was better than nationally expected for pupils of this age. There has been a good level of improvement since then, particularly in mathematics. Results of the national tests reflect the improvement in standards since 2000. At the end of Year 2, results in reading have improved from below average to above average, in mathematics from below average to well above average and in writing they have remained average overall. The school has worked hard to successfully raise standards in writing since they identified a lower level of improvement. Above average results of English and mathematics tests taken in Year 6 have been maintained since 2000. Although results in science fell from well above average to above average in 2003, inspection evidence shows standards have now recovered and pupils are on course to achieve well above average results. Parents are right to have confidence that their children achieve well.

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

Standards in:	School results	National results
reading	16.3 (16.8)	15.7 (5.8)
writing	14.8 (15.6)	14.4 (14.6)
mathematics	17.4 (16.7)	16.3 (16.5)

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



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

Standards in:	School results	National results
English	28.2 (29.3)	26.8 (27.0)
mathematics	29.2 (28.9)	26.8 (26.7)
science	29.9 (30.9)	28.6 (28.3)

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

3. In work seen during the inspection, pupils achieve well in developing their independent reading and study skills and standards in English are well above average by the end of Year 6. They write very well in different and appropriate styles in a good range of subjects. Writing is accurate and well structured. All pupils use imaginative vocabulary accurately, write in simple and complex paragraphs and punctuate their work and spell complex words accurately. There are many opportunities to develop very good speaking and listening skills in a good range of subjects. As a result pupils listen carefully to others, respecting their views. Pupils invariably use their good vocabulary to express their thoughts accurately and clearly.
4. Standards in mathematics are well above average by Year 6; achievement is good. Pupils have very good knowledge and understanding of number and of mathematics generally. The school makes a deliberate effort to provide good opportunities for pupils to use and apply their mathematical skills, thereby securing high standards in their knowledge and understanding and use of mathematical skills.
5. Standards in science are well above average by Year 6, and pupils show good achievement. The school places a strong emphasis on practical and investigative activities in science and this supports the achievement of well above average standards. Pupils conduct a wide range of experiments effectively and extend their knowledge and understanding in a good number of areas such as the effect of healthy eating, the effect of exercise on the body and changes which occur when ice melts. They record predictions clearly, enter results and evaluate outcomes. Pupils have a very good understanding of fair testing and their results are valid, meaningful and interpreted well to extend their knowledge. They write up experiments clearly with the correct use of scientific language.
6. From a very early age, pupils are taught basic computer skills and become familiar with the keyboard, using the mouse and a good range of programs in different subjects. This secure start enables pupils to achieve well and attain well above average standards in information and communication technology. Standards of information and communication technology seen in other subjects are also well above average. By the end of Year 6, attainment in art and design is well above that expected for pupils of this age and standards are above average in history and religious education. Achievement is good in these subjects. In French, pupils achieve very well throughout both Years 5 and 6 and attain high standards.

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

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good, which is an improvement since the last inspection. Pupils' attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils' attitudes to learning are very good, which enables them to make good progress as they participate in lessons and show that they want to learn.
- The school prepares the pupils to live in a culturally diverse society. Pupils can identify with people from other backgrounds and cultures.
- There are effective strategies to reward behaviour across the school.
- Spiritual, moral, social and cultural development is very good and pupils treat other adults and pupils well.
- Levels of attendance and punctuality are very good, and the school encourages good attendance very well.
- Parents make very good efforts to ensure that their children come to school and arrive on time.

### **Commentary**

7. Children have a good start in their personal, social and emotional development and most exceed the goals children are expected to reach by the end of reception. The pupils listen attentively in lessons; their responses and behaviour in all classes and curriculum areas shows that they enjoy their learning. Pupils show respect for the views of others and listen respectfully. Pupils become highly motivated in their work and take opportunities for independent learning such as research, planning and organising seriously. In all classes pupils work together well; they share resources and are used to working in small groups to plan and achieve tasks. They discuss strategies for working together which show respect for each other.
8. Pupils have a clear understanding of right and wrong and their behaviour is very good both in and out of school. Parents are correct in their positive views of pupils' behaviour. There have been no exclusions from school. The teachers' enthusiasm is conveyed to the pupils, which adds to their motivation. Pupils understand class rules and the standards of behaviour expected of them well. 'Golden Rules' for behaviour are displayed throughout the school and have a positive impact on behaviour. Each class has a statement of rules, rewards and consequences of unacceptable behaviour on display. The use of 'Golden Time' to reward good behaviour is established throughout the school, is valued by the pupils and encourages good behaviour and positive attitudes further. The school very effectively promotes an ethos where the views of others are sought and respected and pupils are encouraged to practise skills of active citizenship.
9. The staff reinforce the place of the school within the community and provide pupils with a very strong sense of belonging. Assemblies, where Christian values are discussed and related to events in school, are the focus of worship for the whole school. Candles are used to foster a spiritual and symbolic dimension. Teachers continue to reinforce the messages from assemblies in their lessons. In each class prayers are offered before the lunch break; in some classes a prayer of thanks for the coming meal is offered by a pupil spontaneously, whilst in others the pupils select a prayer from the book of prayers they have written. These activities help to develop a good spiritual feeling within the school and one in which pupils value themselves and others. Through religious education, teachers extend the pupils' knowledge of different faiths, providing a very good multi-cultural dimension to pupils' education. Pupils are enabled and encouraged to make comparisons between faiths and identify common features and differences.
10. Multi-cultural influences are evident in displays. These displays include artefacts, pictures and pupils' work and promote a very good cultural understanding. Visitors from other backgrounds effectively illustrate aspects of life in other cultures.
11. The school has good systems for encouraging pupils to come to school every day. Parents ensure that their children arrive on time for the start of the school day. Lateness is a rarity and lessons start and finish on time.

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.2
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.*

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

The quality of education provided is good. Teaching is consistently good with many strong features. The assessment of pupils' achievement is good and used effectively to ensure good achievement and high standards. The curriculum is good and benefits from very good opportunities for enrichment.

#### **Teaching and learning**

Teaching and learning are good. Teaching is consistently good across all year groups and there are many very strong features. All groups of pupils learn equally effectively. Assessment is good.

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

- Teachers have good subject knowledge.
- Planning is very good, based on reliable assessment data, which effectively meets all pupils' needs and enables good learning for all.
- Teachers have high expectations of their pupils, set challenging tasks and invariably expect high standards of behaviour in lessons.
- Lessons are conducted at a brisk pace and sustain pupils' interest and motivation well.
- All pupils are fully included in all learning opportunities, regardless of ability, gender or background. Teachers and assistants are fully aware of inclusion issues.
- Teaching assistants provide valuable support and are effective in what they do.

#### **Commentary**

12. The quality of teaching and learning is good throughout the school and is effective in enabling all pupils to achieve well at all stages. The quality of teaching and learning is good in English, mathematics and science. In French, the quality of teaching and learning is very good and in other subjects inspected fully it is good. Some very good teaching was seen in all stages during the inspection and some excellent teaching was observed in Years 3 to 6 in French, English and mathematics. This is an improvement on judgements made at the time of the previous inspection and is due to careful monitoring of teaching by the head teacher, subject leaders and governors and honest feedback that is developmental in its nature.

#### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (9%)	11 (32%)	16 (47%)	4 (12%)	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.*

13. Based on their good subject knowledge teachers give clear explanations in their teaching and give good guidance so pupils feel confident to move forward and work independently at a good pace. All teachers are fully aware of the National Literacy and Numeracy Strategies and have completed training in the teaching of information and communication technology. Consequently, teachers are able to guide their pupils effectively and ensure that all achieve well and develop good core skills, which also support the good standards in other subjects.

14. Pupils are taught well to use their knowledge and understanding, such as in mathematics and information and communication technology, so there is clear purpose to their learning. Teachers ask appropriate questions focused on pupils of different ability, and these are effective in furthering all pupils' progress and ensuring all pupils are fully included in activities. The best questioning was vigorous and made pupils think carefully about answers to their questions. This was seen in a Year 6 mathematics lesson, when the teacher moved from group to group and whilst they were investigating sequences, she asked searching questions that made pupils think and find out answers for themselves.
15. Planning is very good. Activities are planned carefully for pupils at all levels of attainment using assessment data well so work is carefully matched to individuals' needs. As a result pupils feel confident and learn well. In all classes, teachers' plans include specific provision for pupils at all levels of attainment, including those with special educational needs, and for potentially high attaining pupils. Teachers' expectations of pupils are therefore high, but well focused on their ability. This is well rooted in the use of assessments carried out at the end of lessons, when a plenary session might be used to check up on what pupils have learned. At the end of a Year 6 mathematics lesson for example, the teacher referred back to the beginning of the lesson, focused on the learning objectives and confirmed pupils' success for each part before setting extension work for each ability group.
16. Teachers share learning objectives with pupils at the beginning of lessons, and this is good because pupils know what is expected of them as a result. Teachers have very high expectations of pupils' behaviour. Their management of pupils is very good and teachers consistently apply the school's agreed approach to behaviour management, so pupils are well aware of how to behave in school and that there is no compromise of standards. All teachers recognise and comment on those pupils who are co-operating and others soon follow the example and quickly settle at each change of activity. Because these approaches are applied consistently, pupils soon learn the classroom routines and comply. Because teachers have a positive approach to pupils' behaviour, pupils feel valued and this forms the basis of good relationships between pupils and teachers. Even if the pace of lessons slows down, behaviour is still good, because pupils are aware of the school's expectations in this respect.
17. Teachers use a good range of teaching and learning methods, which suit these pupils and enable them to progress well. In mathematics and science there is a strong emphasis on developing and using mental and investigative skills to support effective learning. This has a positive impact on pupils' learning and the progress that they make. In information and communication technology lessons, teachers ensure that the pupils have plenty of time to practise and consolidate the skills they have learned. Very good use of computers in other subjects further enables pupils to use the skills they have learned, giving a purpose and meaning to learning.
18. Regular assessments are made and detailed records are kept to check that all pupils are making the best possible achievement. The information is used effectively to provide challenging activities for all pupils and to identify those who need extra support. The school has a good marking policy, but there is variation in marking across the school. Where it is used effectively, teachers use marking to show standards required, value the pupil's input, recognise their learning and stimulate further learning. Teachers usually mark to a very high standard and model good handwriting, accurate spelling and correct grammar to pupils, as well addressing learning issues sensitively and acknowledging pupils' work. Where marking is weaker, there is an absence of constructive development for the pupil and opportunities to provide good examples are missed.
19. Pupils with special educational needs benefit from the additional support given to them, and learn successfully as a result. Learning is enhanced by the committed and professional teaching assistants who support pupils with special educational needs well in class. As a result, these pupils make good progress towards the targets on their individual educational plans.

## **The curriculum**

The curriculum is good. There are very good opportunities for enrichment through extra-curricular activities in sport and music. Accommodation and resources meet the needs of the curriculum well.

## **Main strengths and weaknesses**

- The rich curriculum and the very good range of extra-curricular activities effectively stimulate and motivate the pupils to participate and learn.
- Pupils with special needs are supported well by appropriately experienced teaching assistants within their classes.
- Teaching assistants work closely with teachers to support teaching and address the learning needs of pupils well.

### **Commentary**

20. The curriculum is of a good quality and this shows clear improvement since the last inspection. It meets the statutory requirements, including those for religious education and collective worship. The curriculum in the Foundation Stage is appropriately based on the areas of learning and the goals children are expected to reach by the end of reception. There are consistent approaches to teaching, developing and applying literacy and numeracy across the curriculum.
21. The headteacher is the curriculum co-ordinator. With the support of the subject leaders, the overall curriculum is carefully monitored to ensure that provision is up to date and relevant to these pupils' needs. There is a comprehensive policy for Early Years provision, which links policy with guidelines to ensure that this policy is applied. The curriculum is rich in arts provision, with the statutory curriculum being supplemented by French and a very good range of extra-curricular activities, notably in music. Curriculum planning ensures that the needs of all pupils are met well within each class. Information and communication technology is used very effectively to enhance learning in a good range of other subjects.
22. There is a very good range of extra-curricular activities. Pupils have opportunities for netball, gym, cross-country running, athletics, swimming and football within the school and also to compete against other schools. Other activities include a choir and an orchestra. Each year the school stages quality productions, which have included Oliver Twist and The Wizard of Oz. Educational visits are used to extend the curriculum in all classes very well. There are three residential trips in different year groups from Year 4. Pupils go to a retreat house for a three day stay each year, attend an activity week and have the opportunity to visit France.
23. The provision for pupils with special educational needs is good, which is an improvement since the last inspection. The special educational needs coordinator is employed part time at the school and this does not adversely affect the quality of her management of provision for these pupils, which is good. This is an arrangement which works well, as without a teaching responsibility she is able to focus on special educational issues. She communicates regularly with her colleagues to ensure that teachers and support staff are aware of the needs of pupils. She suggests strategies to support curriculum delivery and how pupils with special educational needs will be able to meet their targets. Pupils with special educational needs are withdrawn from class lessons as little as possible. This means that most lessons include all pupils. The needs of pupils with English as an additional language are also fully and effectively met.
24. There is a good number of teaching staff, who are very well qualified to meet the needs of the demands of the curriculum. The staff are enthusiastic and work collaboratively to develop the school curriculum well. Teaching assistants work closely with teachers, are fully aware of the curriculum requirements of pupils and support them well; good use is made of teaching assistants, especially for pupils with special educational needs.
25. The resources are good in the Foundation Stage and good overall. Information and communication technology resources are good and used effectively to enrich other subjects in all classes. Each class has a number of computers as well as having time-tabled access to the computer suite. Accommodation is satisfactory in all years. Imaginative use has been made of the site and accommodation to meet the needs of pupils from the Foundation Stage to Year 6.

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

The school is very good at looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is good. It involves pupils very well in the decisions made in the school.

### **Main strengths and weaknesses**

- There are very good arrangements for ensuring that pupils spend their days in a safe, secure and healthy environment.
- The ways in which the school monitors every pupil's strengths, weaknesses and achievements and then acts to ensure that they make the best possible progress is effective.
- The school gathers and responds to pupils' ideas very well.
- Induction procedures for new pupils are good.

### **Commentary**

26. Clifton's health, security and safety arrangements are very good. A specialist governor and the head teacher regularly carry out formal and rigorous safety inspections of the whole site. Risk assessments cover all trips as well as in-school activities. There are two qualified first aiders on site and all other staff have had basic first aid training. The school is clean and, bearing in mind the mixture and age of the accommodation, is tidy.
27. Teachers and teaching assistants pay great attention to their pupils' personal and learning needs. The progress of every pupil, including those with disabilities and special educational needs, is monitored through a mixture of formal and informal assessments. The results are analysed and used to plan lessons and individual support to ensure that all pupils get the best out of their time at Clifton Primary.
28. The elected school council, circle time and everyday conversations with teachers are the basis of the very good communication between Clifton's staff and pupils. Pupils are impressively certain that there is always an adult to whom they can go if they are upset or worried about anything. They believe that "their" adults treat them fairly and that their ideas and issues which they bring up about learning and the quality of school life are really valued. This creates a comfortable environment in which pupils can become effective learners.
29. New pupils and parents are made very welcome. There are close links with the feeder nurseries and playgroups. There are home visits and parents and children visit the school in the run-up to the start of full-time school. Part-time attendance in the first few weeks of school life is tailored to help pupils settle quickly. Pupils and parents who arrive at other times are also very well looked after. A "buddy" system ensures new arrivals are soon at home in the classroom and not left out at lunch and playtimes. Parents are right in their view that their children are well cared for whilst in school.

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

The school's links with parents, the community and other schools are very good.

### **Main strengths and weaknesses**

- Parents receive very good information about their children's progress and achievements and what is going on in the school.
- There are very good arrangements for dealing with parents' concerns and seeking out their ideas and views about school.
- Parents support all aspects of school life very well.
- The school makes very good contributions to the life of both the local and wider communities and receives very good levels of support from other local schools and colleges.

### **Commentary**

30. Parents are correct in their belief that Clifton upon Dunsmore is providing their children with a good education. They enjoy very good links with all the staff and the governors.
31. The school provides a wide range of information about what pupils are learning and what is going on in school. There are regular newsletters, curriculum data sheets and events such as the one for reception parents on how to help children to read. There is almost one hundred per cent support for the two formal meetings between parents and teachers. End of year reports are good. They contain personalised information, particularly in mathematics, English and science about pupils' progress, and an innovative opportunity for parents to help their children set their own targets. The parents of children with special educational needs are involved in the development of individual education plans.

32. Parents' and carers' views, concerns and ideas are sought and acted upon. There is an "open door" welcome for anyone who wants to talk to the head teacher and children's class teachers. Every term the governors hold a drop-in session.
33. Parents make a very good contribution to school life. Ten volunteers regularly come in to hear pupils read, help in lessons and make costumes for school productions. They help to redecorate the school for Christmas and fill the hall for school productions and events. The parent teacher association raises significant sums of money each year, which the school uses to enrich the resources and help raise standards. The parents and children have a say in how this money is spent.
34. There are very good links with the local community which include hosting the annual village fete and church services, charitable work and sponsorship from local business. The school's literacy and numeracy specialists are countywide advisers. The community is also involved in the school. For example, through Age Concern older members of the community have become voluntary helpers in classes. The school is very much part of the life of the parish church. The school orchestra has contributed to services in the church. There is good collaboration with local primary and secondary schools. Teachers from the latter teach sport and assist in information and communication technology in the school. Trainee teachers and students from local colleges are welcome. The transfer of Year 6 pupils to their secondary schools is very well managed and ensures that pupils settle into the next stage of their education with the minimum of fuss and disruption.

## **LEADERSHIP AND MANAGEMENT**

Leadership is very good. The clearly understood roles and responsibilities within the school and the governing body are rigorously followed through. Governance is good. School management is very good.

## Main strengths and weaknesses

- The leadership of the head teacher is very good and he is very effectively supported in his work by a very competent deputy head teacher and team of dedicated professionals.
- Teamwork between the head teacher, deputy head teacher, staff and governors is strong.
- The governing body is effective in its work and provides good levels of support and challenge to the leadership of the school.
- Management systems are very good and effectively support the school's work.

## Commentary

35. The leadership provided by the head teacher and deputy head teacher is very good. In the time since the previous inspection, they have played a pivotal role in the continued development and improvement of the school and in ensuring that the school continues to achieve high standards in all aspects of its work. Under their guidance and leadership of the school managers, the school has made a very good level of improvement since the previous inspection. Taking account of the wider picture, standards have improved. The quality of teaching and learning has improved and the specific key issues identified at the time of the last inspection have been tackled in a rigorous and effective manner. The monitoring of the work of the school and taking action on the findings are very good and this has been instrumental in the school's pursuit of quality provision. This is not a school that is satisfied with second best, but is determined to continue to introduce new initiatives, provide a rich and varied curriculum and provide high levels of care for all pupils regardless of ability or background.
36. The head teacher has been highly successful in building a team of staff that works impressively well together to enhance pupils' personal and academic achievement. The head teacher has the respect of staff, governors, parents and pupils, which was made clear during the inspection, at the parents' meeting and through the parents' questionnaire. Governors are also very aware of the need to promote the school within the community, and this is an important aspect of their work. They consider the very good partnership with parents to be of prime importance. The school has established this over a period of time through encouraging parents to work in partnership with the school in educating their children. They have made parents feel welcome in school, successfully tried to involve them in the education process and canvassed their opinions and acted upon their views. This has been effective and the parents justifiably feel that the school is a valuable part of their community and is serving their children well.
37. The head teacher is a high profile leader and this is very evident in his work. He is very accessible and often joins in or takes school activities and residential trips. The head teacher receives a very good level of support from his deputy. They make a very effective leadership team and are very much in tune with each other's vision of high quality provision. Key post holders also share this vision and all lead by very good example. What makes the school so successful is the shared commitment and close teamwork of all staff, including non-teaching staff and the governing body, to ensure that their pupils are equipped with the skills, knowledge and understanding to enable them to make their way in the world in their own lives.
38. Teachers with subject responsibilities carry them out very effectively. The management of provision for pupils with special educational needs is carried out in a successful manner by the special needs co-ordinator. She ensures that all documentation is kept up to date and that adults in the school are aware of each individual pupil's needs. The staff are fully aware of inclusion issues with regard to pupils with special needs and ensure that all pupils are fully included in school activities. Individual education plans are working documents and ensure that all pupils with special educational needs receive their full entitlement. The leadership of literacy and numeracy is very good. Both subject leaders are knowledgeable and have successfully led the implementation of initiatives so that there has been an improvement in standards since the previous inspection. They oversee the development of these two important areas and ensure that development is kept going, introducing new initiatives and analysing school specific areas for development, such as the current priority to improve pupils' skills in writing.
39. The school benefits from a supportive and effective governing body, which has a high level of contact with the school and has a good grasp of the school's strengths and areas for development. They share the senior leaders' vision and aspirations for the school and are effective in fulfilling their responsibilities and in shaping the direction and development of the school. The governing body fully meets statutory requirements and there are policies in place for all aspects of the school's work, including those for inclusion, race relations and equality, although the governing body is still developing its monitoring of the



effectiveness this policy. Some policies are out of date and would benefit from revision to check that they are still fully appropriate to the school. Governors receive very good information relating to standards and the work of the school from the head teacher and from those governors who work in the school. Governors also take it upon themselves to raise their own awareness of the school and all have subject links and a good number of them accompany the school on many outings and residential trips. Governors take up opportunities to visit the school as much as possible. Some have observed lessons and they also help out in class, with teaching recorders for example. Relationships between the school and the governors are very good and there is a close, informal working relationship between the head teacher and the Chair of Governors. They are an important part of the sense of community that exists in the school.

40. Governors are actively involved in the forming and subsequent monitoring of the school improvement plan. There is a very good match between the financial planning and the priorities outlined in the plan. Financial planning and management are of a good standard and the school evaluates the impact of major spending decisions on standards well. A good example is the lengths that the head teacher and the governors have gone to, in order to ensure that all pupils have a good level of access to computers. This has resulted in a better than average provision and standards have improved as a consequence.

<b>Financial information</b>	2002-3	2003-4 projected
	£	£
Total Income	390910	443497
Total Expenditure	393944	442249
Excess of income over expenditure	-3034	1248
Expenditure per pupil	1832	2076
Balance brought forward from previous year	6269	3235
Balance carried forward to next year	<b>3235</b>	<b>4483 (1%)</b>

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

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

41. The children enter school with attainment that is average. They make a positive start in the reception class and as a result achieve well and exceed the goals children are expected to reach by the end of reception in all the areas of learning. Children achieve well because the teaching is good and the curriculum provides a wide range of challenging stimulating activities that are well matched to their needs. The provision is well managed and the children's progress is carefully monitored. There are good induction arrangements in place and strong links with the pre-school group which is on site. This is an improvement on judgements made at the time of the previous inspection when children's achievement and standards were satisfactory.

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

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

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

- Children achieve well because the good teaching encourages them to take responsibility for their own actions at an early age.
- Most children are in line to exceed standards expected for their age by the end of reception.

#### **Commentary**

42. The teacher and teaching assistant ensure that the environment provided and the ethos within the class help the children to quickly learn the appropriate way to behave. They correct the children firmly but gently and help children develop good levels of self-esteem and confidence. Adults expect children to be responsible, and they take every opportunity to encourage this. Examples were seen during the inspection where children worked unsupervised for extended periods of time, behaved sensibly and shared resources to good effect. They take responsibility for tasks, including returning the attendance register to the office and helping in the classroom.
43. All adults encourage the development of social skills in a wide variety of ways. Children are encouraged to take turns in conversation times and to clear away after activities. Those with special educational needs are well integrated and receive good support. They and others are helped to maintain their concentration by the stimulating and interesting nature of the activities offered. As a result, even at this stage, many children are able to maintain attention, sit quietly and concentrate on their work for lengthy periods of time. This has a positive impact on their learning.

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

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

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

- Teachers and support staff take every opportunity to develop children's language skills and teaching is good.
- Many parents support reading well at home.

## Commentary

44. Children in the reception year are developing their language skills well and most are on course to exceed the early learning goals by the time they join Year 1. Achievement is good and many children are able to express their thoughts clearly. For example, they generally speak in full sentences to communicate with others. The teacher keeps detailed records of the development of language for all children. This ensures that the children with the most need get the necessary support. Children develop their speaking and listening skills well and they are given many opportunities such as role play, to share their ideas and use them in lessons. In class discussions, they are stimulated to sustain listening skills, being encouraged to respond confidently. The good teaching shows a good understanding of the needs of young children. It is well organised with exciting activities to motivate them and help them develop good communication skills. A particular strength is the way in which the teacher offers exciting and original resources. For example, shaving foam was used to make shapes and using their senses, children described how it felt on their hands and how it smelt. This is typical of how the teacher used a good range of opportunities to develop language across the curriculum. When sequencing events in a story, children were able to recognise when the order was wrong and expressed their thoughts clearly.
45. There are many good opportunities for children to develop their writing skills, both in books and for displays. Higher attaining pupils are encouraged to “have a go” at writing sentences independently and “talking books” gave children the opportunity to express themselves freely in the early stages of writing, ably assisted by the teacher and other adult assistants. The development of literacy skills has high priority. All children share books with the teacher and higher attaining children are able to read simple stories from them. The singing of rhymes contributes positively to the development of reading skills. All children take books home to share with their parents and the teacher writes useful and helpful comments to encourage parents to support their children at home.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning effectively.
- Children use their developing language skills to put mathematical ideas into words.

## Commentary

46. Teaching and learning are good and children achieve well to attain standards that exceed the goals children are expected to reach by the end of reception. The teacher takes every opportunity to develop the children's mathematical skills and especially the language of mathematics. Adults question children to good effect when children are engaged in activities in order to encourage secure mathematical understanding. Many activities are planned to give children the opportunity for counting. Virtually all children count to ten and many understand “more” and “less” than the numbers given. Very good teaching strategies were used in a lesson on money. The teacher “waved a magic wand”, to change fingers into pennies, capturing the children's interest immediately. Children are well supported by a teaching assistant when they work, for example in visiting the “Clifton Christmas Shop”, where they are able to practise their knowledge and understanding of money and counting. In discussion time, pupils are encouraged to assess how well they have done with a “thumbs up or down”, to show how difficult they find their work. This helps them understand how well they are doing.

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

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

### **Main strengths and weaknesses**

- Children investigate effectively and learn well through using their senses.
- The good use of resources stimulates learning.

### **Commentary**

47. As a result of good teaching, children achieve well and are in line to exceed the goals children are expected to reach by the end of reception in their knowledge and understanding of the world around them. They have first hand experiences of aspects of life in their village. They look at trees around the church and feel the texture of the bark and this helps develop their observation skills well. In activities linked to science, children investigate the use of materials by finding out which ones could be used to stop “Humpty Dumpty” from breaking. Early recording skills are developed effectively through the making of a simple class chart to show their results. Standards are mostly above average but the standard of construction work is not so well developed. Children have a good knowledge of their own culture and beliefs and they have a developing awareness of other cultures. They use computers purposely to support their work in a good range of areas of learning and develop good early skills in using computers.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Overall standards are above expectations and teaching, learning and achievement are good.
- The children move with control in the classroom and are aware of space for themselves and others.
- Their fine control, such as holding pencils or handling tools, is well developed
- They clear away equipment safely and independently.

### **Commentary**

48. The children are reaching standards that are expected for their age in performing large movements in physical activity. Children move with control and an awareness of space both in the classroom and in the out-door play area. They show good throwing skills when throwing balls at a target and have success every time. Children have good early ideas about staying physically fit through the school's approach to healthy eating and diet. They are given fruit, for example at play-time. They show good levels of control and organisation when clearing away safely and confidently. This good classroom management has a positive impact on all children.
49. Children develop good manipulative skills by handling scissors and small toys. Generally, their hand to eye co-ordination is well established, especially when they are holding pencils to write. The teacher gives a wide range of experiences intended to improve their fine manipulation and some children are able to write their own name clearly and colour pictures with care.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A good range of activities with well-focused support is provided.
- Children have good experiences of imaginative play.

### **Commentary**

50. By the end of the reception year standards are above expectations and achievement is good as a result of good teaching and learning. Areas of the classroom are used effectively for role play, such as the house where story book characters live or the "Clifton Christmas Shop" which develop both children's imaginations and ideas. Most children experiment with paint effectively and detailed work is of a mature standard. Children use a wide range of materials to create pictures to good effect. They make realistic models of fish and Nativity sculptures. Children sing songs and rhymes sweetly and enjoy making music together.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

The school teaches French to pupils in Years 5 and 6 and a full report is included in this section.

#### **English**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well throughout the school and standards are well above average by the end of Year 6.
- The quality of teaching and learning is good throughout the school.
- There is a good range of opportunities for pupils to use their language and literacy skills, particularly speaking and listening skills, in a good range of other subjects.
- Subject leadership is very good and the subject leader leads by example.

### **Commentary**

51. Teaching and learning are good throughout the school and this promotes pupils' good achievement throughout the school. By the end of Year 2 attainment is above average with some very strong aspects of language in their work and by the end of Year 6, standards are well above average. National Curriculum test results were above average in 2003. Standards are now better because the school identified the weakness in writing and has taken effective measures to raise standards. Standards are now better than those judged at the time of the previous inspection, when they were above average.
52. From an early age pupils develop good independent reading and study skills, which support good attainment in other subjects. Pupils are presented with a range of opportunities to write for different purposes and using diverse styles. They respond well to these opportunities and their writing in Year 6 shows that they write very effectively using an appropriate style for different purposes. Most pupils use imaginative vocabulary effectively and they organise their work accurately into both simple and complex paragraphs which include appropriate punctuation and accurate spelling. Teaching in an extended writing lesson in Year 4 was imaginative and totally captivated the pupils, who were able to write about a complex subject, beyond their experience, through the way the lesson was delivered.
53. Opportunities for speaking and listening feature in the teaching of a good range of other subjects and enable pupils to attain high standards. In Year 4, pupils showed respect for others' views by allowing each an opportunity to express their opinions whilst listening attentively. This enabled each pupil to gather information and to develop an understanding of opposing ethical viewpoints on keeping wild birds in cages. In a Year 5 religious education lesson, the pupils listened attentively to others, asked questions to probe

their ideas and stimulate wider discussion and then took the views of other people into account when forming their own views.

54. Pupils work in groups based on their levels of attainment in the subject and their learning needs. Work in all classes is well matched to the needs of pupils in all groups, including the more able pupils, pupils with special educational needs and pupils with English as an additional language. Teaching assistants are deployed effectively to support pupils with special needs in their learning. This is done without restricting the pupils' opportunities to learn independently.
55. Assessment in English is very good and is used to inform how individual pupils' learning needs can be met. The subject leader has used assessment data well to identify writing as the weakest area of language. The school is taking appropriate action to address the weakness, through staff training to enable them to use a range of methods to improve writing, including drama as a stimulus for writing. Pupils have targets for their learning in English, which are reviewed each term. This gives them a clear focus for their learning and what they need to do in order to improve. These are also used to ensure that all pupils are given appropriate, yet challenging work which builds upon pupils' previous learning. These initiatives are effective and standards are now well above average by the time pupils leave the school.
56. English is very well led by the subject leader, who has highly acknowledged skills in this subject. She records pupils' progress carefully, analyses data and applies this information to identify areas of under-performance and target extra support where needed. She uses her own considerable expertise to suggest to colleagues innovative ways to teach aspects of English and she supports them by providing practical and realistic strategies which they incorporate into their lessons. The subject leader observes all class teachers twice during each academic year, as part of her monitoring of teaching and learning of the subject, and advises them of any development points. This has supported the good level of improvement in teaching since the previous inspection. Whilst the subject leader carefully monitors English within the structure of English lessons, she does not currently monitor language and literacy in other subjects.

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

57. The National Literacy Strategy has been implemented well and a good range of opportunities is taken to develop literacy skills across the curriculum. Language is developed well in history as opportunities for extended writing are provided where pupils produce a structured report on World War II. Opportunities for discussion occur in a number of subjects when pupils have the chance to listen to and to speak their views on a range of topics.

#### **French**

Provision in French is **very good**.

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

- The achievement of all groups of pupils is very good because of the very good quality of teaching and learning.
- French is used as the normal means of communication within the lessons and pupils develop their language skills at a brisk pace and with great enthusiasm.
- The good curriculum helps pupils learn about France and French customs as well as the language.

#### **Commentary**

58. The school has extended its curriculum well since the last inspection by the introduction of French for all pupils in Years 5 and 6. They follow a nationally recognised programme of study for their age, although they have only approximately two thirds of the recommended lesson time. In this short time they build up their speaking and listening skills, in particular, very well because they are attentive and very willing to use the language for themselves and standards are high. Year 6 pupils for example worked enthusiastically in pairs, taking on the roles of waiters and customers in a café. They established what was available and then clearly and in correct sentences ordered their various preferences with delight. Standards are well above average.

59. Teaching and learning are very good because the teacher makes sure that explanations are clear and that questions are tailored to suit pupils' ability. This means that everyone takes part. Earlier work is reinforced briskly at the start of each lesson. This effectively consolidates vocabulary and builds up flexibility and fluency in understanding. French is the normal language of the classroom, from simple instructions to words of praise and encouragement, which helps maintain a highly constructive atmosphere and makes full use of time. English is used sparingly and only when necessary, to ensure understanding of more complex explanations and to illustrate aspects of the French way of life. This helps pupils see the language in its proper context.
60. Subject leadership is very good. The good curriculum, focusing mainly on speaking, listening and reading, is enhanced by very good extra-curricular provision of an annual one week visit to France where Year 6 pupils experience the reality of what they have been learning. A weekly French Club gives pupils in Years 3 and 4 a good introduction to later studies. A basic assessment system provides a general indication of how well pupils are doing and this information is passed to their secondary schools, but links with these schools are not sufficiently established to be sure that pupils' achievements are fully recognised in the next stage of study.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- All pupils achieve well and attainment is well above average by the end of both Years 2 and 6.
- The quality of teaching and learning is good throughout the school.
- There is a good assessment programme and data is used very well in ensuring that work for pupils at all levels of attainment is appropriate yet challenging.
- The subject is very well led and there are clear plans for further improvement.
- The school has successfully addressed an identified need to develop pupils' use and application of mathematics skills because of a committed, whole school response to focusing on priorities.

### **Commentary**

61. As a result of a good start in the Foundation Stage, most pupils enter Year 1 having achieved the standards set by the Early Learning Goals and many are working in the Year 1 National Curriculum for mathematics. This good level of progress is maintained throughout the school and well above average standards are reached by the end of both Years 2 and 6. This is consistent with the results of the National Curriculum attainment tests, which have been consistently well above average at Year 6. There has been a significant and steady improvement in the results in Year 2 from being well below average in 2000 to being well above average in 2003. This also represents good improvement since the previous inspection, when attainment was judged to be average and pupils' achievement was satisfactory.
62. Improvement is because of a number of factors, including an improvement in the quality of teaching and learning, which is now good. Good teaching throughout the school makes effective use of a good assessment programme so that learning is able to build on a clear understanding of what pupils have achieved and what they should learn next. Teachers use this information well in their planning. Different levels within the activities are planned for pupils at different levels of attainment so that all can move forwards confidently. Teachers have high expectations of their pupils and all activities are challenging and ensure that all pupils make good progress and achieve well. This is a feature of all lessons so that different groups of pupils achieve well within their capability year on year.
63. Teachers make activities interesting and in the best lessons planning is high quality and ensures that a wide range of mathematical skills is covered. This was seen in a Year 6 lesson where pupils investigated sequences and all groups experienced very high levels of constant challenge. Excellent teaching methods were used and the teacher was very aware to fully include all pupils of all abilities in question and answer sessions. The end of the lesson was used very effectively to extend pupils' learning even further and to set the basis for the next lesson. This means that by the end of their time in the school, all pupils in Year 6 generally work at least at nationally expected levels for their age and a good proportion, currently about four

fifths, at levels better than expected for their age. This means that attainment is well above average by the end of Y6.

64. An important feature of the good quality of teaching is the very good management of pupils. This means that pupils are invariably very well behaved and they have very positive attitudes towards their learning. This enables the creation of a very effective learning environment, in which pupils sensibly get on with their work and enable teachers and teaching assistants to support focus groups effectively and without being distracted.
65. In all classes pupils with special educational needs and pupils with English as an additional language are supported effectively by experienced teaching assistants who are clear about what they are to teach and what their pupils are capable of. Teaching assistants support pupils well with good levels of interaction and enable pupils to learn in a style that suits them well. Pupils with special educational needs receive a good level of targeted support. At the same time, teachers target different groups of pupils and those at all different levels of attainment receive good support and achieve well.
66. An experienced and very effective curriculum leader has ensured that the recently identified priority of focusing on pupils' ability to use and apply their mathematics has been translated effectively from policy into practice. She is constantly seeking to promote new areas for development and her very good subject leadership, with good ideas about how to lead and develop mathematics in the school, has supported improved provision and higher standards. Very good monitoring and analysis of assessment data has led to clear identification of appropriate targets for improvement.

#### **Mathematics across the curriculum**

67. Mathematical skills are used well across the curriculum. The success of the recent initiative to extend pupils' ability to apply the skills learned in mathematics is particularly evident in their work in science and in their handling of data when using databases.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and pupils achieve well because the quality of teaching is good.
- The pupils have many opportunities to investigate for themselves and this contributes to the high standards.
- The subject is well led by an able co-ordinator.
- Information and communication technology is used very well to enrich the curriculum.
- Individual targets for achievement are not always shared with pupils and assessment is an area for further development.

### Commentary

68. The emphasis that the school places on practical and investigative activities is a key factor leading to high standards. This was also a strong feature in the previous inspection and standards have continued to improve since then. The level of improvement since the previous inspection is good. The good quality of teaching enables all pupils, regardless of ability, to achieve well. Pupils reach above average standards by Year 2 and well above by Year 6. Samples of work seen showed that by the end of Year 2, pupils have conducted experiments to find out, for example, the effect of healthy eating, the effect of exercise on the body and changes which occur when ice melts. They record predictions, enter results and evaluate outcomes. Pupils are able to check that their tests are fair. Investigations continue through to Year 6, where pupils find out how to separate and dissolve solids, writing up experiments clearly with the correct use of scientific language.
69. The emphasis on learning through first hand experiences was also evident in the lessons seen during the inspection. In a good lesson for pupils in Year 2, pupils planned and carried out an investigation to test what would happen to chocolate and butter when they were heated. This was an imaginative choice and motivated them well. Links were made with English when pupils were encouraged to use descriptive words like “runny” and “squashy” to illustrate change. Skilled questioning by the teacher ensured that their test was fair. In a very good lesson for pupils in Year 6, they found out which surfaces were better at reflecting light. They discussed their work very well in pairs, leading them to independent learning.
70. Information and communication technology is used well to support learning. Pupils successfully use a light sensor and discuss the implications of the data produced. Many examples were seen where pupils used computers to support their learning throughout the school. For example, typed instructions were used for other investigations and data was recorded on graphs. These opportunities give pupils a pride in their work and contribute to the very good curriculum opportunities offered to all pupils.
71. An able co-ordinator identifies where further improvements can be made. An action plan includes evaluating displays, developing scientific language and analysing test results to improve writing in science. Monitoring of the scheme of work is also a priority to make sure that it allows for pupils to develop their skills steadily.
72. Satisfactory assessment procedures are in place and pupils' progress is monitored to ensure sufficient challenge for all pupils. Discussion with pupils indicates that they know how well they are doing and where to get help. As a result, tasks are generally well matched to their needs. Group targets are displayed in classes. However, assessment is an area for development, particularly at the end of topics each term. At present, pupils do not have their own small targets to work towards to give them an even better understanding of their own learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- All pupils, regardless of their ability, achieve well and standards are well above average by the end of Year 6.
- There is good use of information and communication technology in other subjects.
- The leadership of the subject is good.
- Assessment of pupils' progress and achievement is good.
- The resources for the subject are good and are used well by both teachers and support staff.

### **Commentary**

73. The achievement all pupils, including those with special educational needs, pupils with English as an additional language and those capable of higher attainment, throughout the school is good and standards by the end of Year 2 are above average and are well above average by the end of Year 6. Improvement since the previous inspection has been good. The school has maintained the good provision for all pupils and improved on the above average standards reported at the time of the previous inspection. The school's aim was to maintain the above average standards at that time, so it has done well to improve standards against the increased demands of the National Curriculum since then. Together with improved resources and teacher expertise, there has been a good level of improvement on standards reported in the previous inspection report.
74. The pace of learning is good with teachers skilfully ensuring that pupils have the opportunity to explore within programs as well as developing their skills of controlling equipment. As pupils progress through the school, teachers ensure that a secure skills base is established for all pupils. The curriculum is well designed so that knowledge and understanding are developed in a progressive way. Pupils in Years 1 and 2 already have good routine skills in manipulating computers. They readily access programs from a desktop menu. They use a mouse and the keyboard efficiently to locate the cursor, delete text and insert edited text when editing on screen.
75. Year 6 pupils prepare PowerPoint presentations linked with their work in History – Britain at War. These multimedia presentations include images of war downloaded from the Internet. They blend sound and pictures, effectively linked by graphics and text. Pupils make their own choices and prepare presentations on such topics such as Anne Frank, Famous People from the Second World War, and Evacuation. Pupils evaluate their own work to good effect and critically edit their presentations. They use information and communication technology to organise, improve and present information for specific purposes and audiences in various forms and styles. All pupils work confidently at levels beyond those that are reasonably expected for their age.
76. High standards result from consistently good teaching. Teachers have high expectations of pupils' work and give them the opportunity to make choices and develop their own style of presentation. Pupils respond to high expectations with high levels of confidence and seek improvement in their work. In a Year 2 lesson, pupils who had finished the set work very quickly were so interested that they wrote and punctuated their own extension text. Tasks are challenging and interesting and promote positive attitudes and very good behaviour. Lessons are well planned to ensure that explanations are clear and brief and give pupils confidence, yet leave a good period of time in which pupils can practise and develop their skills.
77. The good leadership given by the curriculum leader has been particularly effective in raising the confidence of teachers and pupils alike. A well skilled and knowledgeable teacher, she has managed events well. She has ensured that all teachers have had training in using the new computer suite. She has made sure that equipment is up to date and maintained well without drawing all the computers from classrooms. This enables pupils to continue work started in the suite, allowing them especially to practise and develop their research skills at other times of the week. She has worked hard to ensure that the scheme of work is matched to the resources available.

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

78. Information and communication technology is used as an effective tool to support learning across the curriculum. Pupils use their skills well to support learning in other subjects, such as mathematics, English and history. During the inspection, pupils used the Internet to gain information to support their work on the Second World War in history. They use word processing skills to consolidate editing skills and improve their knowledge and understanding of punctuation, and mathematics programs to reinforce number skills. Younger pupils developed their ideas about graphs effectively when handling data using the computers.

## **HUMANITIES**

Religious education and history were inspected and are reported in full below. Work in geography was not inspected.

### **Religious Education**

Provision for religious education is **good**.

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

- Religious education is well taught throughout the school.
- There are good links with the local church, which are integral to the very good Christian ethos in the school.
- Pupils across the school have extensive opportunities to develop knowledge and understanding of other faiths.
- Assessment in the subject is recognised as under-developed.

#### **Commentary**

79. Standards in religious education are above those expected by the locally agreed syllabus for religious education. All groups of pupils achieve well because of the good quality of teaching and learning. This represents good improvement since the last inspection.
80. Whilst the focus of religious education is Christianity and its values, the pupils develop a good understanding of celebrations of festivals from faiths other than Christianity. The school has strong links with the local church, and includes all pupils in church-related activities. Clergy regularly take the school assemblies, adding a valuable dimension to the promotion of the Christian faith. Pupils discuss, with understanding, celebrations from other major world faiths such as Diwali. They talk confidently about the importance of this celebration and demonstrate a growing understanding of how the faiths people follow impact on their lifestyle. Pupils' work in displays is of good quality and gives information to other pupils.
81. Leadership of the subject is good. The subject leader has wide subject knowledge and conveys this enthusiastically to all teachers and to pupils, when she teaches in other classes. In a Year 4 lesson she used web sites to add to the resources available to extend pupils' knowledge and understanding of Sikh gods. In Year 5 pupils focussed on solemn features within special events and festivals, showing that they were able to identify solemnity and the reasons behind it, relating this to symbols used during festivals and acts of worship. Teachers question effectively and give pupils ample opportunities for independent and collaborative learning.
82. The school recognises that assessment is under-developed. The subject leader is a member of a local education authority working party developing assessment procedures in religious education. The outcomes of this working party will inform the school's policy and practice on assessment in religious education.

### **History**

Provision in history is **good**.

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

- Teaching of the subject is good, which is reflected in the good quality of learning.
- The curriculum resources are extended by visits to local historic sites, use of the Internet for research and contributions from people with first hand experience of events.
- Curriculum planning is good and meets the needs of all pupils well.

#### **Commentary**

83. During the inspection history lessons were observed in Years 5 and 6. Additional information was gathered from looking at pupils' books, discussions with pupils and displays around the school. Teachers show

enthusiasm for history. Pupils achieve well and attain standards that are above those expected from pupils of this age, a good improvement since the previous inspection. Learning is enhanced by the teachers' imaginative use of resources and other sources of stimulus. Teaching shows flair and imagination; varied learning approaches are used, which sustain the interest of all pupils by taking account of their different learning preferences. Links between the pupils' present lives and the past are made from Year 1, where photographs of all members of the class in their first year of life are used to introduce meaningfully the concept of time passing. The focus of the display in Year 2 was the differences between London at the time of the Great Fire and London in the present day, again focusing on the changes over time, an important early learning skill in history.

84. Year 3 pupils use time lines to show the length of time between the present day and the Egyptian civilisation for example. Their work on the Egyptians is varied and includes the study of games and hieroglyphics. There is clear evidence that work is well matched to pupils' individual needs. A work scrutiny shows a good level of understanding of the civilisation and pupils are able to identify, for example, the reasons why the River Nile was so important to the Egyptian civilisation. Marking of pupils' work is positive, recognises pupils' achievement and stimulates further learning well.
85. There are good links with literacy. In Year 6 the context of a World War II history lesson was used as an opportunity to develop extended writing. Pupils were able to identify the feelings of different groups of people at the end of the war, so demonstrating that they recognise different views of history. They used this to produce structured and effective reports of Victory Day celebrations in 1945. These reports were shared with other members of the class, which gave all the pupils the opportunity to hear other interpretations of the same historic event from a different perspective: an evacuee, someone returning to civilian life and a bereaved person. A good range of sources of historical evidence are used effectively to support pupils' learning in history. Year 5 pupils have visited local sites of historic interest to stimulate interest. Visits, including those related to their work on the Tudors, give the pupils insights into other lifestyles, history and culture.
86. Subject leadership is good and the leader organises a good curriculum that is effectively enriched with a good range of learning opportunities, adding interest and relevance to pupils' learning.

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

Insufficient lessons were seen in art and design, design and technology, physical education and music to be able to report fully. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about their learning experiences and what they had learnt, and looked at pupils' work.

### **Art and design**

87. A visitor to the school is immediately attracted by the colourful and exciting range of work on display. Very high expectations and very good quality resources contribute to the exciting work on display that clearly shows how well pupils develop their skills as they get older. For example, displays based on the work of Henri Rousseau and Henri Matisse explore colour, line and pattern in flower paintings. Work from pupils of all ages is displayed, starting with very attractive paintings by younger children, to work with a multi-cultural flavour based on African textiles. Development in three-dimensional skills is also evident in sculpture. Pupils in Year 4 make plaster-cast figures based on the work of Alberto Giacometti and by Year 6 pupils produce detailed sculptures based on the work of Henry Moore. Standards have improved significantly since the previous inspection; improvement has been good. Other displays include attractive work using a wide range of materials, for example, intriguing weaving by pupils in Year 2. Standards are above those nationally expected by Year 2, and well above by Year 6.
88. Work in design and technology is linked with art and design, such as in Year 1 when pupils make Christmas cards. Pupils are encouraged to work independently and to find suitable resources for themselves. Pupils work confidently, are aware of others' work and respectful of their finished designs. Pupils use observational skills well and link this to the use of a good range of media and techniques to produce different effects in their art work. They review sketches made from first hand observations and learn to improve their work as they complete different stages. By Year 6, pupils use a good range of materials and processes to communicate their ideas and meanings. In discussion, they are able to

comment on the methods and approaches used in their own and others' work. Teachers show real enthusiasm for the subject and successfully transfer this to the pupils. Curriculum leadership is good, and helps all teachers promote the expectation that each pupil will produce work of high quality using good quality resources well. This results in drawings, paintings and sculptures which are very creative.

### **Design and technology**

89. Standards in design and technology in the Year 4 lesson seen were above those expected for pupils of their age. Over the previous few lessons pupils had designed and made a light for a nursery. Their products are varied and based on their own original designs, with a few alterations made during the making process. Pupils incorporate simple electrical circuits into their products, a feature that makes them suitable for the specific purpose. Pupils take a great deal of care over their models, which are finished to a good standard and are of a good quality overall.
90. Pupils evaluate their models effectively. They identify where changes have been made and justify how they have improved their models through evaluation and identifying where things are going wrong. Once they have completed their models, they then make a final evaluation, identifying strong features and where their products could have been improved even further. Work seen in design and technology confirms full coverage of the National Curriculum for design and technology and strong links into other subjects such as literacy, through speaking and listening opportunities, and science.

### **Music**

91. The school takes every opportunity to provide rich experiences which develop good musical skills, and to invite members of the community to support the subject. An example can be seen in a governor who takes recorder lessons for older pupils. A further example is the links with the local church where pupils perform regularly. Pupils enjoy performing to a wide audience. Pupils who are learning to play an instrument are encouraged to play in school. All these opportunities help to instil the obvious love of music seen during the inspection.
92. The enthusiasm for music was obvious during assemblies, where pupils joined in readily, singing with a sweet tone and listening intently to music on a CD, for example "Conquest from Paradise" by Vangelis. This music set the scene for assembly and focused the pupils' attention, creating a calm atmosphere for worship. Pupils learning to play brass, string, woodwind instruments and recorders play in assembly, giving them a good opportunity to play to a wider audience and celebrate their success.
93. A positive feature of both the lessons seen was the way in which pupils worked together to make music and the very good use of resources. Pupils work very well together in groups. For example, in a Year 3 lesson on composition using glockenspiels and keyboards, pupils organised themselves very well, deciding the order in which to play their chosen instruments, whether to play loudly or softly and counting each other in. They were very well supported by the teacher and the teaching assistant who encouraged them to perform to the class with confidence. This was also a feature in Year 5 where keyboard and wind instruments were used. By the end of this lesson, pupils showed good composing skills and explored how the use of different instruments could change the mood in music. In both lessons teachers engaged pupils' interest with enthusiasm. These points were reinforced in discussions with Year 6 pupils, who expressed enjoyment in music and benefited from the rich experiences provided, both in and out of school.

### **Physical education**

94. In the lesson seen, the teacher showed good subject knowledge and planned a variety of challenging activities to develop pupils' physical skills. Pupils understand the reason for "warm up" activities and pupils comment that it gets the heart rate going. The pupils are developing control of movements such as balancing and already evaluate them to find ways to improve. Discussion with the co-ordinator shows that the pupils have very good extra-curricular activities, enter competitive events with success and there are good links with secondary schools for dance and gymnastics in order to raise standards.

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

This subject was sampled.

95. The subject leader has a good knowledge of the subject and she has developed a good quality curriculum that is carefully constructed, broad, balanced and appropriate to these pupils' needs. It is well designed to help all pupils develop the confidence to make the most of the skills and abilities they possess and to raise their social awareness and knowledge of personal issues.
96. Pupils are especially encouraged to feel positive about themselves, to be actively involved in the life of the school and the wider community, and to make wise choices about developing a healthy and safe lifestyle. The school's needs for supporting pupils' personal development have been successfully identified and the school meets these well. The School Council makes a positive contribution to the life in school and they discuss sensibly the views brought to them by others in their classes. In this way the whole pupil population has a voice in school development.
97. In the lessons seen, teachers had a pleasant, warm manner and related well to the pupils. They showed sensitivity when they carefully discussed different feelings. Teachers ensured that pupils at all levels of attainment were fully involved. Moves towards introducing self-assessment, currently in use in information and communication technology, add to the quality of learning and raise pupils' awareness of their own success and where they need to improve, thus adding effectively to their levels of personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	2
Value for money provided by the school	1

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

