

INSPECTION REPORT

DOWNSWAY PRIMARY SCHOOL

Tilehurst, Reading

LEA area: West Berkshire

Unique reference number: 109896

Headteacher: Mrs S E Cantwell

Lead inspector: Dr Tom Simpson

Dates of inspection: 2nd to 4th February 2004

Inspection number: 255991

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	204
School address:	Warbreck Drive Tilehurst Reading Berkshire
Postcode:	RG31 6FE
Telephone number:	0118 9421362
Fax number:	0118 9453891
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Andrews
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Downsway is an average sized primary school serving part of a residential area on the outskirts of Reading. The socio-economic background of the pupils and their attainment on entry is mixed but overall is around average. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs is below average, but the percentage with a Statement of Special Educational Needs is average. The needs of the pupils concerned are varied. There are slightly more boys than girls on roll. The number of pupils who enter and leave the school other than at the normal time is below average. In the past few years the school has received an Achievement Award from the Department for Education and Skills, a Healthy Schools Award and an Activemark Gold for achievement in sport.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Dr T Simpson	Lead inspector	Science, religious education, art and design, music, history, geography.
9339	Mr J Zachary	Lay inspector	
14997	Mrs V Emery	Team inspector	Mathematics, physical education, the Foundation Stage.
32566	Mrs L Palin	Team inspector	English, information and communication technology, design and technology, special educational needs.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of this school is satisfactory and pupils' achievement is sound overall. Teaching is satisfactory and there are examples of very good teaching. The school is well led and managed and provides sound value for money.

The school's main strengths and weaknesses are:

- Provision for children in the Foundation Stage is good which means that they get off to a good start to their learning.
- Pupils throughout the school are very well cared for.
- Standards in mathematics are consistently at least above average.
- Although improving, provision for investigative science is still not good enough.
- The headteacher provides very good leadership and senior managers provide very good role models - but the role of co-ordinators of subjects other than English and mathematics is under developed.
- There are examples of very good teaching at all stages of education in the school but there is unsatisfactory teaching in a small number of lessons.
- The school's systems for self-evaluation are very good and the results of self-evaluation inform school improvement very well.
- Extra-curricular provision is very good.
- Current class organisation means that it is difficult for the school to provide the full curriculum to a small number of pupils.

The school's improvement since the last inspection has been satisfactory. Standards are now higher in mathematics. Statutory requirements relating to collective worship, the school brochure and the governors' Annual Report are now met. A new strategy for homework is currently being piloted. There have been improvements to staffing and to the accommodation. Although there have been improvements to the school's provision for investigative science, these have not been sufficient. In other areas, provision has been broadly maintained.

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	B	B	D
mathematics	A	A	A	B
science	C	C	C	E

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

Overall achievement at the school is satisfactory. Current standards are well above average in English and mathematics at the end of Year 2 and above average in science. At the end of the current Year 6 – a group which contains a significant number of pupils with special educational needs - standards are above average in mathematics and average in English and science. By the time they leave the reception classes children in the Foundation Stage reach the goals they are expected to reach in all the areas of learning and some exceed these. Achievement is good in the Foundation Stage and in Years 1 and 2. However, achievement in Years 3 to 6 is more varied and is sometimes unsatisfactory – especially in science. Writing has been a relative weakness within English at the end of Year 2, although the school is successfully addressing this. Reading is a particular strength. Pupils with special educational needs are well supported and make good

progress. There is no significant difference between the achievement of boys and girls. Standards in religious education meet the requirements of the locally Agreed Syllabus. Standards in art and design are above average.

Pupils' personal qualities are good. They relate well to one another and to the adults in the school. **Pupils' spiritual, moral, social and cultural development is good** overall. Pupils generally behave well in lessons and around the school. They have positive attitudes towards their work and enjoy coming to school. However, there is unsatisfactory behaviour by some pupils in a minority of lessons. Attendance is well above the national average and the pupils are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall and there are examples of very good teaching at all stages of education in the school. Teaching of children in the Foundation Stage is consistently at least good. Mathematics is taught well throughout the school and there is good and very good teaching of English in Years 5 and 6. Other strengths within the teaching at the school include good subject knowledge and enthusiastic presentations by teachers which fire the pupils' imaginations. Support assistants are well deployed and contribute well to pupils' learning. In the small number of unsatisfactory lessons, behaviour management was inadequate, resulting in pupils being off task and distracted from their learning. Assessment procedures are satisfactory – but need to be developed further.

A sound curriculum is provided for the pupils and there is a very good range of enrichment activities. Current class organisation makes it difficult for the school to provide a full curriculum for some pupils in Year 3. The pupils are very well cared for. Partnership with parents is good and parents are supportive of the school. Partnerships with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership is good. Management is satisfactory overall. This is having a positive effect on the forward development of the school and on the quality of education received by the pupils. The governing body is supportive and committed to school improvement. The headteacher provides very good leadership. She is enthusiastic and – along with other senior managers – provides a very good role model for staff and pupils. The school carries out systematic self-evaluation and puts the findings to good use. The headteacher, local authority advisory staff and the English co-ordinator monitor teaching but the role of the other co-ordinators in maintaining an overview of the quality of teaching in their subjects is under developed. Systems for financial management are good and there is sound regard for the principles of best value. Available resources are used appropriately. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good level of regard for the school and support it well. They particularly like the range of activities that are provided for their children. Some are concerned that the level of information provided for them could be better structured. Their children are also generally positive about the school – although they have some concern about the behaviour of other pupils.

IMPROVEMENTS NEEDED

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

- Further improve provision for investigative science.
- Review the current class organisation for pupils in Year 3.
- Further develop the role of subject co-ordinators.
- Improve the small amount of weaker teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are well above average by the end of Year 2 and average by the end of Year 6. Achievement is good in the Foundation Stage and Years 1 and 2 and satisfactory in Years 3 to 6. By the time they leave the school, pupils reach standards in English and science which are average but reach standards in mathematics which are above average.

Main strengths and weaknesses

- Standards in mathematics are at least above average throughout the school.
- By the end of Year 2, pupils reach standards in English that are well above average.
- Although standards in science are average overall by the end of Year 6, standards in investigative science are not as high as in the more knowledge based elements of the subject.
- Pupils with special educational needs make good progress.

Commentary

1. Results in the 2003 National Curriculum tests for pupils at the end of Year 2 were well above average in reading and mathematics, but average in writing. Writing has been a relatively weak element within English over the past few years but this is now being addressed. In the same year's tests of pupils at the end of Year 6, (SATs), results were well above average in mathematics, above average in English and average in science. In comparison with similar schools - (those where pupils attained similarly at the end of Year 2) - the Year 6 results were above average in mathematics, below average in English and well below average in science.
2. Current standards are well above average at the end of Year 2 in English and mathematics and above average in science. By the end of Year 6, a group containing a high proportion of pupils with special educational needs, standards are average in English and science and above average in mathematics. Children in the Foundation Stage reach the goals they are expected to reach by the time they reach Year 1 and some exceed these. Pupils enter the school with average attainment and their overall achievement is satisfactory. Achievement in the Foundation Stage and in Years 1 and 2 is good. However, there are weaknesses in achievement between Years 3 and 6. This is particularly the case in science and is substantiated by some lesson observations and by analyses of the school's own tracking system. There are a number of reasons for the inconsistency in achievement. The motivation of pupils is variable – with most being very keen to work hard and improve their attainment, but a number showing limited enthusiasm for their work. Subject co-ordinators are only beginning to have a full overview of standards and provision in their areas of responsibility. Analysis of National Curriculum test data is only in its infancy and other aspects of the use of assessment still need developing further. However, a major contributory factor relates to the inconsistency of teaching at the school. In many lessons, the teacher's enthusiasm and good knowledge of the work they are covering impacts very well on pupils' attitudes and inspires them to want to learn. In a few lessons, however, weak class control means that some pupils are not fully occupied on their work and their pace of learning is unsatisfactory. Standards in mathematics are relatively higher than in the other assessed subjects mainly because the National Numeracy Strategy has been particularly well established and because the teaching is good. The school's overall trend in improvement is in line with the national trend. Pupils with special educational needs are well supported by teachers and support staff and make good progress in relation to their prior attainment. Nearly all parents who replied to the questionnaire declared that their children are making good progress.
3. An example of standards being reached in English included a particularly good lesson in Year 6 investigating humour in poetry. The pupils were inspired by their teacher and wrote imaginative

and humorous limericks of their own. Their choice of vocabulary was very imaginative and they were conscious of the need for rhythm and structure in their work. Pupils enjoy mathematics and can explain the strategies they use well. In Year 1, for example, they can create number sentences from problems and explain their calculations to the rest of the class. In Year 6 they are able to design and explain different ways of finding percentages. By the time they leave the school, pupils have a sound grasp of scientific knowledge and understanding. However, their investigative skills are less developed – particularly at the higher levels. This is mainly because they do not have enough opportunities to design their own investigations. Standards in religious education meet the requirements of the locally agreed syllabus. Standards in art and design are above average at the end of both Year 2 and Year 6.

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

Standards in:	School results	National results
reading	17.1 (17.1)	15.7 (15.8)
writing	14.6 (13.8)	14.6 (14.4)
mathematics	18.1 (17.8)	16.3 (16.5)

There were 38 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	27.8 (28.4)	26.8 (27.0)
mathematics	29.1 (28.7)	26.8 (26.7)
science	28.9 (28.7)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are very good. The attitudes of pupils and their behaviour overall are good. There have been no exclusions. Spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Attendance and punctuality are very good with very good procedures in place to maintain this.
- Relationships are good at all levels.
- There is unsatisfactory behaviour by a number of pupils in a minority of lessons.

Commentary

4. Generally pupils listen attentively and respond well to the school's strong encouragement of good behaviour. They work well independently and collaboratively in pairs and groups. In a Year 6 class, pupils worked in small groups or pairs to produce amusing limericks. Pupils shared their completed work with each other and suggested improvements. An atmosphere of fun and excitement in learning prevailed and an appreciation of others' success was apparent. In a Year 2 design and technology class, pupils' final designs for packaging were commented upon constructively by other pupils. This gives a sense of pride in their own work and an acknowledgement of their achievements to other pupils. In classes where there are pupils with specific behavioural difficulties, teachers use the advice of external agencies to manage the behaviour effectively. Teaching assistants are knowledgeable and are aware of the strategies to use to support the learning for all pupils including those with special educational difficulties. Most pupils behave very well with a clear understanding of right and wrong. Behaviour in the

playground is generally friendly with only a few isolated incidents of rough play. There are a few occasions in lessons where teachers' expectations of good behaviour are not high enough and the strategies to manage such behaviour are not in place. There is a code of conduct for the older pupils and individual class rules are discussed and agreed in all classes. Younger pupils benefit from clear routines and learn how to become independent in their own organisation and learning. Many pupils show initiative and care for others. Older pupils help children in the reception classes with small individual tasks such as putting their shoes on and distributing milk to them. This fosters good relationships within the school and helps the very young children to feel secure. Whole school projects such as the support of a school in India help to develop an understanding and awareness of other cultures. Displays are also used to raise awareness of the richness of other cultures – for example the celebration of the Chinese New Year.

5. Pupils' spiritual awareness is raised in the daily act of collective worship and through special events. Reflective moments are provided throughout the school day, in particular during area worship. Here pupils are given the opportunity to contribute and reflect on the focus of the worship. In an area worship for Year 5 and Year 6 pupils a story about anger and name calling was listened to attentively and pupils' ideas were valued. Music is used effectively to create an atmosphere of calm and reflection. Songs are chosen which are appropriate to the theme. There is a celebration assembly each week when pupils are encouraged to bring forward any achievements in or out of school. This contributes to raising pupils' self esteem together with a reward system of certificates and stickers.
6. The curriculum provided for pupils promotes a good understanding of their local culture. This is extended by a comprehensive range of visits and visitors. Residential visits are arranged for Year 4 and Year 6 pupils. These contribute to the pupils' emotional and social development, in addition to providing a wealth of experiences to complement their knowledge and understanding in history, art, literacy, music and humanities. The school maintains high attendance through close monitoring and through contact with parents. Incidents such as bullying are managed quickly and effectively with the school and parents working in partnership. The pupils are mostly keen and eager to come to school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
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 by the school is satisfactory overall. There is an overall sound but very enriched curriculum. Teaching is satisfactory overall and there are examples of very good teaching at all stages of education in the school. Pupils are very well cared for by staff and through good links with the parents and the community.

Teaching and learning

Teaching and learning are good from the reception class to Year 2. However, teaching overall ranges from very good to unsatisfactory. Teaching and learning are very good in mathematics in Years 1 and 2 and good in Years 3 to 6. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teachers' planning is consistently good.

- Behaviour management is weak in some of the teaching in Years 3 to 6.
- There are examples of very good teaching at all stages of education in the school.
- Teaching is consistently at least good in the Foundation Stage.
- Assessment procedures, although satisfactory, need to be developed further.
- There is good use of teaching assistants.

Commentary

7. The reception children respond well to the good teaching they experience and they are ready to learn and act responsibly and independently from an early age. This contributes well to the very good attitudes to learning seen in pupils in Years 1 and 2 and to the good attitudes of the older pupils to learning. Teachers' planning is consistently good. The teachers follow the structure of lessons recommended by the Literacy and Numeracy Strategies. Learning objectives are regularly shared with pupils at the start of the lesson and this helps them to know what they are learning and why. Teaching is better in mathematics than in English overall, but there is some very good teaching of English in Years 5 and 6.
8. In the unsatisfactory teaching seen, this was mainly because of weak behaviour management, resulting in pupils being off task and distracted from learning. This is also linked to the pace of the lesson being a little slow. This happened at the start of one lesson. Some disorganisation, together with the teacher not fully enforcing the school's behaviour management strategies, resulted in a significant number of pupils not listening when the learning objectives for the lesson were being discussed and some off task chatter was evident, together with overall lack of concentration by some pupils.
9. Teaching is only satisfactory overall, because of the level of unsatisfactory teaching, although there is some very good teaching throughout the school. Characteristics of this very good teaching are very good subject knowledge (in English for example) and enthusiastic teaching which fires pupils' imagination. This was seen in a Year 5 poetry lesson, when the teacher's enthusiasm generated interest from the pupils and impacted on the quality of work and productivity of pupils. Very good teaching techniques were also used in a very good Year 1 art and design lesson, where pupils were clear about their learning intentions and were looking at a good range of Seurat's techniques. Specific techniques were taught well. Because of very good relationships and very good pupil management, this had a positive effect on the attitudes and behaviour of the pupils and consequently their learning. They concentrated very well and gained obvious pleasure from their achievement. A new strategy for homework is currently being piloted.
10. The school is aware that its assessment procedures and the use of assessment information needs to be developed further. Teacher assessments need further work to be secure and tracking systems of pupils' attainment through the school are not fully established. Target setting for whole classes has been established for Year 2 and Year 6 and is due to be extended further. Individual pupil short term targets have also been established for writing.
11. Teachers use their support assistants well. This can be by supporting groups or individuals. Teaching support assistants are used well for special educational needs pupils helping them to be fully included in lessons. They are also used well when the teacher wishes to give targeted support to a group of pupils. An example of this was a group of reception children working with a teacher in a guided reading group, while the teaching assistant helped the rest of the children. The children made particularly good progress because the teaching was very good and they benefited from working in a group of six children.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (23%)	18 (53%)	5 (15%)	3 (9%)	0	0

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

The curriculum

Overall the curriculum is satisfactory and meets the needs of pupils. Opportunities for enrichment are very good. The quality and range of resources are satisfactory. The accommodation, although adequate overall, has some shortcomings.

Main strengths and weaknesses

- There is a good curriculum for reception children.
- Complex class organisation makes planning the curriculum very difficult.
- The school provides an enriched curriculum with very good extra curricular opportunities.
- Provision for special educational needs pupils is good.
- The current accommodation does not satisfy the demands of successful teaching of the National Curriculum in some areas.

Commentary

12. When children enter the school in the reception classes, they enjoy a well planned, exciting and practical curriculum which suits their needs very well. It is planned to successfully encompass a particular emphasis on good basic skills and to develop good attitudes to their learning. Planning and the curriculum follow the same pattern in Year 1 and Year 2.
13. The current class organisation makes it difficult for the school to teach the full National Curriculum to a small number of pupils. This is mainly because Year 3 pupils are spread across four classes and mixed with either Year 2 or Year 4 pupils. The school has recognised this by close monitoring of the curriculum and is intending to remedy it by changing class organisation. Currently, the adverse effects are minimised to some extent by teaching some subjects to specific year groups and by revisiting some areas as part of a two year cycle of topics. However, this is unnecessarily cumbersome. The Literacy Strategy has been established satisfactorily but the Numeracy Strategy has had far more impact on raising standards in mathematics. It has been established well and its impact is good. Good plans are in place for the teaching of personal, social and health education, but they have not yet been fully implemented.
14. Very good enrichment activities are a strong feature of the curriculum and embedded well into school life. Some extra curricular activities start at 8 o'clock in the morning. The Judo club was an example of this, which was well attended by both boys and girls, with some interested parents also watching. Other activities, such as badminton and choir, were observed and are part of the wide variety on offer in which good numbers of pupils participate. A wide range of visits and visitors are also enjoyed. They include visits to Thatcham Discovery Centre, to Reading Museum and the Cotswold Wildlife Park. Good links have been made with an orphanage in Goa and visitors promote this link well - as was seen in an assembly. The visitor thanked the pupils for their contributions, showed them a video of the school and gave 'thank you' cards to the school. Provision for pupils with special educational needs is good and planning for them – including individual education plans – is well matched to their specific needs.
15. The school is open plan in the main, but has been improved since the last inspection by the addition of two classrooms for Years 5 and 6 pupils. The present accommodation for Years 3 and 4 pupils, however, does not provide suitable spaces for whole class teaching and does not have sufficient carpeted areas. In addition, the present organisation means that access for Years 5 and 6 pupils to the hall is through the Year 3 / 4 teaching areas. Access to any part of the school from the main entrance is also through a teaching area. These factors have an adverse effect on the teaching and learning.

Care, guidance and support

The school provides well for pupils' care, welfare, health and safety. It provides satisfactory but improving support, advice and guidance for pupils, based on a developing system of monitoring through pupil targets. The school seeks to involve pupils in its work and development in a satisfactory way.

Main strengths and weaknesses

- The personal care given to pupils is a strength of the school and ensures that they feel secure and are able to get on with their learning in a safe environment.
- Thorough induction systems ensure that children settle into school quickly.
- Staff are beginning to make good use of their knowledge of individuals to promote their development through, for instance, personal targets.
- Whilst satisfactory, more could be done to formally take into account pupils' views.

Commentary

16. Pupils – including those with special educational needs - are very well looked after. Good induction procedures ensure that children joining the reception classes are welcomed and settled quickly, and pupils' learning throughout the school is really helped by the consistently warm and caring attitudes from all staff. The ethos and expectations of the school are strong enough to ensure that this extends to temporary staff as well as permanent teachers. Pupils appreciate the school's focus on care, and a Year 6 pupil reported that sometimes the pupils have been known to reciprocate by looking after an upset teacher. There was particularly strong agreement in the pupil questionnaires (96 per cent) that they would turn to an adult in the school if they need help, and from speaking with a group of Year 6 pupils it was clear that they would have no hesitation in doing so if they had problems in their work or were unhappy.
17. The school has recently introduced a system of pupil tracking, based on individual academic and personal targets, to ensure that staff are able to build up formal records on each pupil to supplement their good informal knowledge of the needs and progress of each individual. Those pupils who have particular problems or have particular talents are further guided through things like focus work in small withdrawal groups or advanced literacy sessions. The school has satisfactory policies and procedures in place that cover the areas of health, safety and welfare, including risk assessments. The deputy headteacher, who is the designated child protection teacher, has had appropriate training, and procedures and policies are satisfactory in this area too.
18. Pupils are involved in formulating their own class rules each year, and are invited to have a say in the development of specific areas such as school uniform and the popular adventure playground in the school grounds. Year 6 pupils interviewed during the inspection confirmed the results of the pupil questionnaires – that most feel that the school listens to their views and is fair to them. However, whilst there is a consistent focus in planning on the importance of teamwork, the lack of a formal school council or other such whole-school forum means that an opportunity to get these articulate children off to a good start with citizenship, for instance, has not yet been grasped.

Partnership with parents, other schools and the community

Parents are supportive of this popular school and this effective link has a positive impact on pupils' learning and achievement. Good links with the community enrich the curriculum and pupils' personal development. Links with partner schools are also good.

Main strengths and weaknesses

- Measures introduced in the autumn term 2003 such as a friends association, homework diaries and curriculum information evenings are already improving links with parents.
- The school does not yet formally seek parents' views on a regular basis.
- Whilst links with business are limited as yet, a good overall range of community links is used well to extend pupils' experiences.
- Good links with other schools ensure a smooth transition to the next stage of pupils' education.

Commentary

19. In the meeting before the inspection, parents were generally very supportive of the school. In their responses to the pre-inspection questionnaire, they were in agreement with all the questions raised apart from levels of homework, and the seeking of parents' views and taking into account their concerns. The new headteacher has appropriately introduced homework diaries for pupils in Years 5 and 6 in order to improve the preparation for pupils' move to secondary school whilst increasing parental communication and involvement, and plans to assess this trial with a view to extending homework diaries to other year groups and producing a clear homework policy by the end of the school year. Similarly, the governing body is aware of the need for a regular way of getting to know about parents' views and concerns, and is currently formulating a formal policy.
20. Some parents at the pre-inspection meeting were concerned that the supply of information to them could be better structured. Parents are provided with a satisfactory and improving range of information that now includes newsletters and very well attended evening sessions on particular curricular topics. An evening on the national tests and one on sex education, for instance, are planned for the current term. Parents are happy with the sound annual pupil reports, which include helpful personal targets. The recent introduction of an 'area letter' at the beginning of each term gives parents helpful information about what their child will be studying during the term, and there are plans to make information available on the school web site. Parents of pupils with special educational needs have appropriate links with their children's teachers. Parents particularly like the range of activities that is provided for their children.
21. The pupils benefit in terms of both their academic work and their personal development from the good involvement with the local community, through such activities as carol singing and sports and events further afield such as the annual school journey. The Friends of Downsway was launched in the autumn term 2003. It has a wider membership than a parent teacher association as it also includes members of the local community. It is already popular with the parents and helps pupils' learning through co-ordinating fundraising through events such as the Christmas fair. Whilst business links are currently very limited, the school has specific plans to develop the curriculum in mathematics and science, for instance, by links with local industry through the local education authority's education business partnership.
22. The school has very good liaison with Denefield, the main receiving secondary school, and also has good links with a local special school and local playgroups. Such links, involving regular planned visits by pupils and staff in both directions, ensure that the pupils are well prepared for the next stage of their education, but also appreciate the problems faced by others.

LEADERSHIP AND MANAGEMENT

The school is soundly governed and the headteacher provides very good leadership. The management of the school is satisfactory overall.

Main strengths and weaknesses

- The headteacher provides a very strong sense of direction and purpose.

- The governing body is supportive and is developing its role well.
- Senior managers are providing very good role models for both staff and pupils.
- The role of subject leaders other than in English and mathematics is under developed.
- The school carries out systematic self evaluation and puts the results to very good use.

Commentary

23. The governing body is supportive of the school and committed to its further improvement. It is prepared to challenge when necessary. Individual governors bring a wide range of experience to the role – including among their number, for example, people with a background in education, accountancy and personnel management. They have a clear and accurate view of the school's strengths and areas for further development. They are also clear about how they want their own role to develop in the future. They have begun a series of visits to the school to view, for example, provision for literacy, numeracy, risk assessment and special educational needs. The work of the governing body as a whole is successfully supported by a series of committees. Several governors provide volunteer help in the school.
24. The recently appointed headteacher has a very clear vision for the future development of the school. She is highly committed to further raising standards and achievement and has already put various strategies in place to this end. She is very enthusiastic about the school and - along with other senior managers - she provides a very good role model for staff and pupils. She is already proving to be a strong instrument for positive change. For example, she has carried out systematic school self evaluation and produced a detailed audit of the school's provision over a wide range of areas. The conclusions are reflected in a recently constructed school development plan which appropriately prioritises targets according to their perceived urgency as well as taking a long term strategic view. Provision for pupils with special educational needs is well managed by the acting deputy head and all statutory requirements in respect of these pupils are fully met. Provision for pupils in the Foundation Stage is also well led. All pupils are successfully included in all the school's activities.
25. The school's management systems have recently been re-structured with the creation of a new senior management team. This includes the head, acting deputy head and the literacy co-ordinator. It has a clear role in reviewing systems, procedures and emergent issues. It is still, however, too new to have impacted significantly yet on the school's educational direction or on the quality of teaching. Co-ordinators have examined planning in their subjects. The English co-ordinator has analysed samples of pupils' written work to assess standards and – along with a local education authority adviser – has monitored teaching. The mathematics co-ordinator – who is the headteacher – has also monitored teaching in her subject. There are plans in place to further increase the roles of the other subject co-ordinators. Currently these are under developed. Members of the senior management team are receiving training in performance management, although implementation has been adversely affected by an unusually high level of staff changes. Newly qualified teachers are appropriately supported and are provided with a relevant induction programme. Support staff are deployed effectively and make a good contribution to school life. Routine administration is efficient.
26. Financial planning and control are effective and involve all relevant parties – including the governors - where appropriate. The school is appropriately planning to further devolve funds to subject co-ordinators from the beginning of the next financial year. The school also has plans to reduce the large carry forward of funds from the last financial year to this in a structured way. There is sound regard for the principles of best value and statutory requirements are met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	474734
Total expenditure	476378
Expenditure per pupil	2346

Balances (£)	
Balance from previous year	76921
Balance carried forward to the next	75277

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in their reception year (Year R) in the Foundation Stage is **good**. It is one of the strengths of the school. Children are developing positive attitudes about how to learn and how to behave through careful and structured teaching. By the end of Year R, their personal development is a little above average and they are well equipped to enter the National Curriculum in Year 1. Children enter the school with a wide range of attainment, but overall this is average in all areas of learning and has dropped since the last inspection. Children enter the school in the term they are five, after a well managed induction. There are two classes, which consist of part time and full time children and in the mornings these are organised broadly in age and ability groups. This is a good arrangement, which helps children to enjoy a curriculum well matched to their abilities.

The provision is well led and as a result, achievement is good and standards are a little above average in all areas of learning. Teaching and learning are consistently good in all areas of learning, with some that is very good. A good range of practical interesting activities support children's learning well. The previous inspection report did not contain clear judgements for standards, except personal and social development, which is similar.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because they are encouraged to be independent and take responsibility for their own actions at an early age.
- The children reach a little above average standards by the end of the reception year.

Commentary

27. The teachers and other staff provide a welcoming and secure environment where school routines are quickly established and the teaching and learning are good. All children enter the classroom quietly, self register and are warmly welcomed. Children conform and know what is expected of them and most have already learned the correct way to behave. All adults provide very good role models. Children show a good level of interest in what they are doing and work well co-operatively, even when they are not directly supervised by adults.
28. The teaching and learning are good and the children achieve well. A careful programme is established to help children to be able to work as part of a group. Class rules are established and discussions in 'circle time' help children to decide why they need to work together and how to behave. Feelings are explored and good relationships with each other are also discussed. In a lesson seen, 'Ratty' the puppet was used effectively to help pupils to take turns and listen to one another. The story of St. Francis pacifying a wolf was told and children were asked to reflect on which animals were special to them and how they should treat them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading and writing skills are taught systematically and well and children achieve well.
- Non teaching staff contribute well to children's learning.

Commentary

29. A careful programme of acquiring knowledge of sounds and letter shapes, together with handwriting patterns, gives good support to the development of children's reading and writing skills. Most children are on course to be a little above the goals they are expected to reach by the end of reception. A good range of texts of different types are shared and enjoyed together, which include poetry and non-fiction text. The class shares 'big books' together, such as 'Pets and Vets' and the children join in chanting known words. Children learn how to recognise and write new letter sounds and shapes which the teacher model writes for them to see the correct formation.
30. Non-teaching staff work very well with the teachers and contribute well to children's learning by supervising small groups. At other times they are used particularly well to enable the teacher to work with small focus groups in turn, while the classroom assistant supervises the other children. A group of children who had started to read early books were working very well with the teacher to develop their early reading skills of prediction. The teacher then used sentences and pictures for the children to match and order, which enabled her to assess their understanding of the text of the book they had read together. The children really benefited from working in a small group of six with the teacher and all learned very well.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The teaching and learning are good and children achieve well and are little above the goals they are expected to reach by the end of the reception year.
- Well thought out practical activities ensure that early number work is covered well.

Commentary

31. The consistently good teaching and learning gives children an enthusiasm for mathematics, which helps them to achieve well when they enter the challenge of the National Curriculum. They are confident in using numbers and in mathematical concepts and language, because they have regular number teaching and practice. The activities are practical, allowing children to have a good range of experiences, which support their understanding well.
32. Adults take every opportunity to develop the children's mathematical skills. Children sing songs which reinforce their counting skills and use everyday objects in the classroom to help them to understand, for example, concepts of heavier and lighter and longer and shorter. This holds the children's interest well. During the inspection, they were carefully measuring the models they had previously built, to sort them into those that were longer and shorter than a specified model. Every day they count the number of children present from the tags for self-registering and check it with the number present.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

33. It was not possible to make an overall judgement about this wide area of learning, but the work seen was good. It was exciting, interesting and practical and stimulated the children. An introductory activity to a 'pet' topic included a visitor with his red setter, who showed the children how to care for the dog so that it was happy and healthy. Children were able to understand that a dog's needs were great and they had to be regularly attended to. They learned and achieved well in this session because it was practical and exciting.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children have good access to the school's hall for physical activity.
- Regular out door provision supports children's development well.

Commentary

34. Teaching and learning in physical development are good and children achieve well, reaching standards which are a little above the required goals. Children have good opportunities to develop their co-ordination and skills through good access to the hall and use of the large apparatus to explore, climb and jump. During the lesson seen, children were learning how to listen carefully to the teacher, obey instructions and find their own spaces. They were taught and practised different ways of jumping and explored different actions of travelling. They learned well because of the good teaching, which helped both their physical and personal skills.
35. Regular outdoor play, when children have good access to a range of resources such as wheeled vehicles and sand and water, support children's development well. Additionally, the children's playtime is organised not to coincide with whole school play. This means that they are able to enjoy the newly constructed climbing apparatus on a daily basis.

CREATIVE DEVELOPMENT

36. No judgement was made about this wide area of learning. The work seen was good and children experience a wide range of activities. Work displayed indicated a range of paintings of nursery rhymes and good coverage of printing. The 'vet's surgery' is well planned and resourced for children to play imaginatively and co-operatively. Children were seen, for example, taking their 'pet hamster' which had a tummy ache to the vet and having it examined and prescribed medicine.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English overall is **satisfactory**.

Main strengths and weaknesses

- Reading skills are particularly well developed throughout the school.
- Leadership and management in English are good.
- There is some weak behaviour management in Years 3 and 4 which inhibits learning.

Commentary

37. Standards in English overall are well above average overall at the end of Year 2 and average at the end of Year 6 – a group which currently contains a significant number of pupils with special educational needs. This is a similar finding to that of the last inspection. Achievement is satisfactory overall but very good in Years 1 and 2. Reading remains a strength. Writing was a relatively weaker aspect of the subject – particularly in Years 1 and 2. The school has recognised this to be a focus for improvement and is already succeeding in making significant improvements.

38. Standards in reading are well above average at the end of Year 2 and above average at the end of Year 6. The good achievement in communication, language and literacy in the reception classes provides a firm foundation for further development. In Year 1 higher attaining pupils are able to recall initial consonant blends and apply this knowledge. They can identify parts of words and build on them. These skills, together with strands of punctuation and grammar acquisition, provide a secure framework for reading. By the end of Year 2 most pupils are fluent and expressive readers. In Years 3 and 4 pupils explore legends, and in one lesson seen, focussed on a story about Robert the Bruce, most pupils were able to identify the main points of the story and to distinguish between historical fact and legend. They could identify key adjectives to describe a character. Shared and guided reading is a strength of the school where it is specifically timetabled and included in teaching and learning activities. Pupils throughout the school read fluently, with understanding and expression. They experience a wide range of reading materials and the library areas are well resourced. Regular opportunities are provided across the curriculum to develop pupils' speaking and listening skills and these are generally successful with many pupils having an articulate command of spoken language.
39. Standards in writing are improving as a result of the school identifying this as an area to develop and addressing it in a clearly planned curriculum which gives many opportunities for writing in a variety of forms. Standards are now well above average at the end of Year 2. At the end of Year 6, standards are average overall but many pupils are producing examples of good quality work. For example, extended writing by Year 6 pupils based on the 'Just So' stories by Rudyard Kipling reflected clear, imaginative and well presented work. One pupil wrote 'He was full of monkey mischief – although he looked cute he was a tough customer. Therefore no-one would play with him'. These pupils used their knowledge and appreciation of different writing styles and content to produce writing of a good standard. By the end of Year 2 most pupils write clear, joined up script with appropriate spelling and punctuation. This is supported by clear guidance on letter formation and the encouragement of pride in the presentation of pupils' work. The good standard of handwriting and presentation is extended throughout the school.
40. The quality of teaching is good for the younger pupils. It is well planned and delivered. Skilled questioning enables pupils to develop their thinking and reasoning skills. Learning is based upon previous knowledge and is then extended. Teachers have high expectations of their pupils both in terms of achievement and behaviour. For example, an evaluation of learning by a Year 2 pupil at the end of the lesson reflected 'I did more than I thought I could'. Opportunities are provided for independent, paired and collaborative work. Pupils feel secure and confident in their work and therefore achieve well within their lessons. The celebration of pupils' successes contributes greatly to the ethos of a learning culture. This was demonstrated in a Year 2 lesson where pupils congratulated the 'spellers of the week' and pupils producing the 'neatest work'. In some lessons in Years 3 and 4 the quality of teaching and learning is inhibited by a lack of positive behaviour management. In lessons where behaviour is poorly managed, some pupils distract others and are themselves distracted from the tasks set. Work produced is poor and a significant number of pupils do not listen attentively.
41. In Years 5 and 6, good and very good teaching in both year groups enables children of all levels of attainment to progress well. Clear instructions means that pupils know what to do and become independent in their learning. They listen attentively and are actively engaged in the lessons. The enthusiasm of the teacher impacts directly upon the good productivity and quality of the pupils' work. All pupils with special educational needs are able to access the curriculum and complete the tasks required. This is because the imaginative and enthusiastic teaching is combined with clearly structured tasks adjusted for these pupils. Marking is used throughout the school consistently to provide the next steps in learning for the pupils.
42. The subject is well led by an enthusiastic and motivational subject leader. She has ensured that guided reading is now established within the school and expects this to impact upon the standards in writing. Intervention programmes all have a focus on writing in order to raise standards and opportunities for extended writing are developed within each year group. Assessment strategies and their use are satisfactory overall and the school is currently

developing these further. The subject leader disseminates good practice and joint classroom observations have taken place to raise standards. There is no gifted and able register at present, but teaching contains challenges to extend the thinking skills of all pupils.

Language and literacy across the curriculum

43. There are regular opportunities to incorporate literacy skills in all other subject areas. For example, Year 2 pupils used vocabulary from science, art and design and technology to practise their dictionary and word building skills. The work of Year 5 pupils reflects personal and social education through the study of fables.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and as a result, achievement is good overall and very good in Years 1 and 2. Standards are well above average by the end of Year 2 and above average at the end of Year 6.
- Pupils very much enjoy mathematics and a good emphasis on different methods of calculation means that pupils can explain their strategies well and share them with each other.
- The subject is well led, but assessment systems and target setting are not fully developed.

Commentary

44. There are several reasons why standards in mathematics have been consistently high for the last three years. The teachers have taken on the National Numeracy Strategy consistently well and are enthusiastic about it. They set a good level of challenge for children as soon as they enter the school. The teachers know the pupils well and in most classes they set work which is challenging for each level of attainment. Lesson time is used well and starter mental activities are well thought out and stimulating. The mental arithmetic time allocated at the start of Monday morning is not a good use of time, however, as it does not involve sufficient direct teaching. Standards have risen since the last inspection at the end of Year 2 and Year 6. The reason that inspection judgements for the end of Year 6 are lower than the national tests for 2003 is that this year's class contains a high proportion of pupils with special educational needs. Standards are now higher than previously reported.
45. A strong feature of the lessons seen was the way that pupils were encouraged to explain their strategies. For example, in a good lesson in Year 6, the pupils explored different ways of finding 20 per cent and 30 per cent of a number. The teacher valued each method explained by pupils and they listened and learned well. In another very good lesson seen with Year 1 pupils, they were creating number sentences from problems and explaining their calculations to the class. The pupils listened very well to each other and were interested and involved, learning well.
46. The subject is well led and because it is co-ordinated by the head teacher, the role is well developed and includes good monitoring systems. Assessment systems in mathematics are satisfactory, but they do not yet include any individual specific pupil targets to which they can refer in lessons. Tracking systems are in the early stage of development and do not yet give a sufficiently good picture of progress in each class and through the school.

Mathematics across the curriculum

47. Mathematics across the curriculum is satisfactory, but it has not yet been a focus for the school and is not systematically planned. The use of graphs and measurement is seen in science and there are some good links with information and communication technology; for

example, in developing data handling skills where pupils use graphs and tables to present information.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Achievement in Years 1 and 2 is good – but there are weaknesses in the achievement of pupils between Years 3 and 6.
- Standards in investigative science are not as strong as those in the more knowledge based elements of the subject.
- Pupils enjoy science lessons – particularly the practical aspects.
- Pupils do not have enough opportunities to plan the design of their investigations and this adversely affects standards – particularly at the higher levels.

Commentary

48. In the 2003 National Curriculum teacher assessments of pupils at the end of Year 2, results were average in terms of the numbers reaching the expected Level 2, but above average in terms of those reaching the higher Level 3. In the tests of pupils at the end of Year 6, results have been at the national average for the past three years. Current standards reflect these results, being above average in Year 2 and average in Year 6. This is broadly similar to the findings of the last inspection. The pupils enter the school with broadly average knowledge and understanding and their overall achievement is satisfactory. However, achievement in Years 1 and 2 is good overall while that between Years 3 and 6 is often unsatisfactory. In the recent past the school has focused on improving provision for investigative science – an issue at the time of the last inspection. This has been partially successful and the pupils have regular opportunities to explore scientific phenomena through experimentation. This aspect of science is, however, still weaker than the more knowledge and understanding elements, mainly because pupils do not have enough say over the design of their investigations.
49. Year 2 pupils have a good understanding of the effects of heating different materials. They successfully investigate the effect of different surfaces on the movement of a wheeled vehicle, with some recognising the factors that constitute a 'fair test'. Most are clear about the necessities for the maintenance of human life. Year 6 pupils are aware that only one variable is changed in a scientifically valid investigation – but find it difficult to produce relevant scientific hypotheses to explore without assistance from their teacher. Year 6 pupils do have a sound understanding of a wide range of scientific facts in areas such as forces and materials.
50. Pupils enjoy science – particularly the more practical aspects – but behaviour in some lessons is unsatisfactory, some pupils being, for example, inattentive and noisy. Teaching ranges from unsatisfactory to good but is satisfactory overall. Strengths within teaching seen during the inspection included the effective use of questioning to elicit carefully thought out answers. Lesson objectives were shared with the pupils so that they knew what they were expected to achieve, and motivating and challenging activities were provided. In lessons which were less successful, the pupils were not successfully managed, the pace of their learning was slow, there was not enough challenge to the activities provided and progress was insufficient. Work set is also not always matched closely enough to the needs of pupils with different levels of attainment. This is particularly relevant to investigative science and has an adverse impact on the standards being reached in this element of the subject.
51. Planning for science follows national guidelines. However, the current class organisation means that it is difficult for the school to teach all areas of the National Curriculum for science to a small group of pupils. The school has systematically examined planning, identified the aspects concerned and is taking steps to rectify the situation. There are strategies in place for

assessing and recording pupils' progress in science. These, however, need to be developed further so that they provide a useful tool for guiding future planning and teaching. The co-ordinator has only been in post for a relatively short time. She is fully aware of what needs to be done to improve provision further, but her overall role – although satisfactory - is still under developed. There is some use of information and communication technology to support science. During the inspection, for example, pupils used a computer program to draw a graph displaying the findings of one of their investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

The school was in the process of a major refurbishment in this subject area during the inspection and access to computers was therefore rather limited. Little teaching took place and, therefore, no judgements are made on teaching or standards and the subject is not reported on in detail. However, discussions with pupils, scrutiny of previous work and displays around the school indicate that the pupils have satisfactory opportunities to develop their skills. They cover the requirements of the National Curriculum. By the end of Year 2 pupils can create a data base and use simple word processing skills. For example, they created a data base in science using eye colour as the base for their work. In Years 3 and 4 pupils can copy, paste and re-size pictures they have created. For example, they created colourful fish tanks using an art program. They can access the internet to research the properties of solids and liquids. Pupils in Year 5 can arrange text in boxes and produce work sheets for their peers as part of a problem solving investigation in mathematics. In Years 5 and 6 pupils use their word processing skills and organise text efficiently to produce broadsheets based upon their Egyptian work in history. Science investigations are recorded by some pupils in Year 6 using a spreadsheet and a 'walking to school' survey was used as the basis for a mathematical data handling exercise. Pupils represented their results using a variety of graphs and charts. Information and communication technology is a focus for the school. The subject leader is moving the subject forward - initially by the upgrading of computer resourcing in the form of a new computer suite. This, together with an updated and clearly organised scheme of work, should impact positively on standards.

HUMANITIES

Religious education was inspected in detail and is reported in full below. **History** and **geography** were not a focus of this inspection and so are not reported on in any detail. However, scrutiny of planning and previous work and discussions with staff indicate that a broad range of activities are provided for pupils in both subjects. Year 2 pupils, for example, know the circumstances surrounding the Great Fire of London and are beginning to appreciate the background to human migration. Year 4 pupils understand the differences between the lives of rich and poor people in Tudor times and can empathise with those living in London at the time of the Blitz. Year 6 pupils have examined Ancient Egyptian and Greek civilizations. They appreciate the relevance of Greek mythology to the people of the time and understand some of the Ancient Egyptian rituals which are related to an interpretation of the afterlife. In geography they have successfully studied symbols on Ordnance Survey maps, identified key features on maps of the world and the United Kingdom and can locate countries according to their latitude and longitude. At the time of the inspection, they were beginning a local study by investigating the geographical factors which led to their local town being originally founded where it was.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching is good.
- Local resources – including places of worship – are not used enough to support learning.
- The role of the subject co-ordinator is under developed.

- The pupils study a range of major world religions – including Christianity – and have a sound understanding of these.

Commentary

52. Standards in religious education meet the requirements of the locally Agreed Syllabus by the end of Year 2 and the end of Year 6 – a finding broadly similar to that of the last inspection. Achievement is satisfactory. Pupils have a sound knowledge of Christianity and some other major world religions.
53. Pupils in Year 2, for example, have a good recall of the main attributes of key Christian celebrations such as baptism – although few are entirely clear about the underlying religious significance of these. Pupils in Year 4 are aware of the characteristics of various Hindu deities. They also understand elements of Jewish tradition – including the story of Moses and the background to the festival of the Passover. Year 6 pupils have a firm grasp of various tenets of Judaism, can relate New Testament teachings to contemporary society and appreciate the practical implications of being a Christian in the wider community. They have had the opportunity to study a good range of major world religions and are able to identify similarities and differences between these.
54. Teaching in religious education seen during the inspection was good overall and pupils were well engaged by the content of lessons, one of which involved a speaker from the local Christian community. Issues – including death within the Christian context – were handled with sensitivity and open-ended questions helped pupils to think deeply about them. The pupils were well managed and responded by displaying consistently good behaviour. Relationships were good at all levels.
55. Provision for religious education is based on the locally agreed syllabus but there is some repetition of work as a result of the school's current method of planning its delivery. There is not enough use of local resources to support learning – particularly in relation to faiths other than Christianity. The co-ordinator is fully aware of these limitations. She has carried out some monitoring of planning and is currently examining the possibilities of enriching the subject further through developing the use of visitors and visits. Overall, however, her role – although satisfactory - is still under developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported on below. **Design and technology, music and physical education** are not reported on in any detail as they were not a focus of this inspection. However, examination of planning and previous work and discussions with staff indicate that a wide range of experiences are provided in each of the subjects. In one very good Year 2 design and technology lesson sampled during the inspection, the pupils explored the features of good quality packaging and produced their own imaginative designs. They were very interested in the tasks provided for them and focussed very well on these. In a good Year 1 music lesson, pupils successfully accompanied a familiar song with body percussion and simple instruments while following a simple form of notation. Most understood terms such as 'rhythm' and 'beat'. All were keen to improve their performance. Year 2 and 3 pupils successfully jumped, hopped, skipped and made effective controlled landings during a gymnastics lesson that was sampled. They had good body control and were able to evaluate their performances and those of others, and make relevant suggestions for improvement. Overall provision is greatly enhanced by a significant number of art, craft, music and sports clubs. The school has been awarded an Activemark Gold for achievement in sport.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The pupils are provided with a wide range of experiences.
- Above average standards are reached at all stages of education in the school.

Commentary

56. Standards in art and design are above average at the end of Year 2 and the end of Year 6, a finding similar to that of the last inspection. Pupils achieve well. Year 1 pupils produce effective copies of a self portrait by Van Gogh and good quality paintings influenced by Claude Monet's poppies. They also create relief pictures based on Monet's water lilies. At the time of the inspection, they were successfully learning how to make pictures out of dots in the fashion of Seurat. Year 2 pupils construct masks in the art style of the South Seas. Year 4 pupils make models of wattle and daub walls and produce self portraits of themselves as Tudor ladies and gentlemen in crayon as part of a history topic. Pupils in Years 5 and 6 create well executed drawings of sea shells showing a fine eye for detail. During the inspection, they were developing this task further by constructing group collages on the same theme.
57. Pupils enjoy art and design activities and their attitudes and behaviour are very good in lessons. They work well together in pairs and groups and share resources very well. Relationships are very good at all levels. Teaching is good overall and is regularly very good. Relevant techniques are taught effectively, enhancing the pupils' skills. Methods are varied and successfully maintain pupils' interest as well as the pace of their learning. When appropriate, a wide range of resources is available for the pupils to choose from. Teachers generally have high expectations of both achievement and behaviour and the pupils respond by being fully engaged in their work throughout lessons.
58. Over the academic year, pupils are provided with a wide range of artistic experiences. These include three-dimensional activities involving, for example, the construction of clay and junk models as well as weaving and other techniques using fabrics. Some use is also made of computer programs to produce pictures. The subject is soundly managed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

59. In the one lesson seen during the inspection, Years 2 and 3 pupils successfully explored the meaning of true friendship. They were aware of the need to have regard for other people's feelings and could make sensible suggestions about how to relate to one another in the playground. Teaching, learning, standards and attitudes were all good. In addition to regularly timetabled lessons, aspects of personal, social and health education and citizenship are covered in assemblies and in religious education and science lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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