

INSPECTION REPORT

ELMRIDGE PRIMARY SCHOOL

Altrincham, Cheshire

LEA area: Trafford

Unique reference number: 106291

Headteacher: Mrs J Appleyard

Lead inspector: Mrs V Ward

Dates of inspection: 12 – 14 January 2004

Inspection number: 256056

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 232

School address: Wilton Drive
Halebarns
Altrincham
Cheshire
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Telephone number: 0161 9804941
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Appropriate authority: Governing Body
Name of chair of governors: Mr Nick Payne

Date of previous inspection: 29 June – 2 July 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in Altrincham, to the south-west of Manchester. Most of its pupils come from an area of privately owned housing which is close to the school. There are currently 229 pupils attending the school, comprising slightly more boys than girls. Approximately 66 percent of the pupils are white British, the remainder having a range of ethnic backgrounds, the largest group being of Pakistani origins. Many of the pupils speak English fluently as a second language. A very small number of pupils are currently learning English as an additional language. Children are admitted to the school in the September following their third birthday. Their attainment on entry is broadly average. The percentage of pupils known to be eligible for free school meals (six percent) is below average. Twelve percent of the pupils are identified as having special educational needs, a figure that is also below the national average. Two pupils have statements of special educational need. This is fewer than in most schools. A small percentage of pupils either joined or left the school during the course of the previous school year. The school staffing is stable. In 2000, the school gained the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19028	V Ward	Lead inspector	Science, Religious education, Geography, History, English as an additional language
11077	J Harrison	Lay inspector	
18027	S Mawer	Team inspector	Foundation Stage, Mathematics, Music, Art and design
31963	M Padmore	Team inspector	English, Information and communication technology, Design and technology, Physical education, Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. The very good leadership of the headteacher, supported effectively by the staff and governors, has brought about substantial improvement. The teamwork of all the staff contributes significantly to the school's success. Standards are above average by the end of Year 2 and are well above average by the end of Year 6. The good teaching and the attention which is paid to individual needs help all the pupils to achieve well. They enjoy coming to school, where they are cared for well. Parents are very supportive of the school and this aids their children's learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher is very effective in leading school improvement, and is well supported by the staff and governors.
- Standards are well above average by Year 6 in English and science and are very high in mathematics.
- The good quality of teaching and the substantial proportion of very good teaching contribute to the pupils' achievement and to their very positive attitudes.
- The children are given a very good start in the Foundation Stage.
- The use of information and communication technology (ICT) to enhance learning in other subjects is not sufficiently well developed.
- There is a lack of written guidance to support the teachers' planning for personal, social and health education.

Since the school was last inspected in 1998, overall improvement has been very good. Standards throughout the school, teaching and learning, leadership and management, governance, the pupils' personal development and the care and guidance provided for the pupils have all improved. All of the key issues identified in the last report have been addressed successfully. Further work is planned to increase the monitoring of teaching as part of the developing role of the subject leaders. The curriculum for ICT now complies with statutory requirements, but further work is needed to improve the use of ICT to enhance learning in other subjects.

STANDARDS ACHIEVED

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

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

Achievement is good overall. Results in English and science were slightly lower in 2003 because the year group had a greater number of pupils with special educational needs. In the mathematics tests, these pupils were less constrained by their reading difficulties. The A* grades mean that the results were in the highest five percent of schools nationally. When compared with scores from similar schools, the results show that the school has added considerable value to the pupils' learning between Years 3 and 6. This is confirmed by the inspection findings which show that on entry to the Foundation Stage, the children's attainment is average and, by Year 2, it is above average. By Year 6, standards are well above average. In the Foundation Stage and Years 1 and 2, achievement is good and in Years 3 to 6, it is very good. There is no significant variation in achievement among different groups of pupils.

The pupils' personal development is good overall, but their spiritual development is not as effective as their moral, social and cultural development. The pupils' very good attitudes and behaviour make a very positive contribution to their attainment. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The teaching and learning are good overall and there is a significant proportion of very good teaching. Throughout the Foundation Stage, teaching is very good, and the staff make learning very interesting for the children. In Years 1 to 6, teaching is good overall, there being a greater proportion of very good teaching in Years 3 to 6. The quality of relationships between adults and pupils creates an atmosphere in which the pupils feel secure and eager to learn. Assessment procedures are good and are used effectively to track each pupil's progress and to adjust provision as necessary in order to raise their achievement.

The curriculum provided by the school is satisfactory overall and is enriched by a good range of extra-curricular and additional activities. In the Foundation Stage, the curriculum is very good and contributes significantly to the good progress which the children make. The quantity and quality of the accommodation and resources are good. The quality of care and guidance is very good and supports the pupils' learning well. The pupils' achievement and personal development are monitored well, and they are actively involved in the work of the school and in helping to shape decisions. The school has developed a very good partnership with parents and this has a very positive effect on learning. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership and this has contributed significantly to the effective teamwork in the school. The leadership of other key staff and the management of the school are good. The work of the governing body is satisfactory and they ensure that all statutory requirements are met. The analysis and use of data are good, but regular monitoring of teaching is not yet sufficiently well established.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are pleased with the quality of education that their children receive and feel strongly that the staff expect their children to do their best and that, as a result, they make good progress. A small minority of parents expressed concern about the regularity and volume of homework and felt that communication with them could be improved. The inspection findings show that an appropriate amount of homework is given, and that the school communicates well with parents through newsletters, questionnaires and termly parent/teacher consultations. However, written reports to parents about their children's progress, whilst very informative, could contain less educational terminology. The staff are approachable and parental concerns are taken seriously and dealt with promptly. The pupils enjoy being in school and say that they are listened to and well cared for if they have a problem. They feel that the school council is very effective in enabling them to contribute to school life.

IMPROVEMENTS NEEDED

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

- Use ICT more effectively to enhance learning in all subjects.
- Provide greater structure to help teachers plan the school's personal, social and health education programme.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 2, standards are above average in English, mathematics and science and achievement is good. By the end of Year 6, standards are well above average in English and science. In mathematics, standards are very high. Achievement is very good in all three subjects. Achievement is good for the children in the Foundation Stage. There is no significant difference in the achievement of the pupils in terms of gender, ability, ethnicity or background.

Main strengths and weaknesses

- Standards have improved significantly since the previous inspection.
- Standards are very high in mathematics in Year 6.
- The children in the Foundation Stage achieve well.
- Achievement is consistently good, and often very good, for all groups of pupils because careful consideration is given to their needs.

Commentary

1. Improvements to the quality of teaching together with regular assessment of the pupils' progress, and subsequent changes to planning, have made significant contributions to raising standards. Analysis of pupils' results in Year 6 compared with those found in Year 2 show that the school is adding considerable value to their learning through Years 3 to 6. This is particularly the case for higher attaining pupils, whose progress in mathematics was equal to that achieved in the top five percent of schools in the country. Standards in information and communication technology (ICT) have improved since the previous inspection and are now satisfactory. However, the use of ICT to support learning in other subjects is unsatisfactory and is a key issue for improvement.

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

Standards in:	School results	National results
Reading	16.6 (16.4)	15.7 (15.8)
Writing	15.5 (16.1)	14.6 (14.4)
Mathematics	17.5 (16.5)	16.3 (16.5)

There were 35 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	27.9 (28.9)	26.8 (27.0)
Mathematics	30.1 (29.5)	26.8 (26.7)
Science	30.8 (31.2)	28.6 (28.3)

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

2. The school's results in national tests over the last four years have been mainly either above or well above the national average in Year 2 and Year 6. The one or two occasions when scores

have not been above average can be explained by increased numbers of pupils with special educational needs within a particular year group.

3. By Year 6, standards in mathematics are very high and the pupils achieve very well. This is due to the very good, and sometimes excellent, teaching. The teachers track the pupils' progress conscientiously and use this information to plan work which meets their individual needs. This good match of challenge to need enables pupils to achieve very successfully, as well as making them eager to learn.
4. The children start in the nursery with skills which are similar to those of most three-year-olds. They achieve well in both the nursery and reception classes because of the overall very good teaching and the attention which is paid to individual needs. Records show that by the end of the reception year, nearly all of the children reach the expected goals in all areas of learning, with about half exceeding them.
5. The school is successful in promoting good achievement for its pupils with special educational needs, and for higher attaining pupils and those who are at the early stages of learning English as an additional language. This comes about through detailed analysis of their needs, the provision of very good support and carefully planned tasks which build on what they already know and can do. Pupils with special needs are identified at an early stage. Detailed individual education plans clearly focus on areas for improvement, and pupils make good progress in achieving the targets set for them. As well as the additional challenge provided in lessons for the higher attaining pupils, some groups of pupils are withdrawn for extra tuition and this accelerates their learning very well.

Pupils' attitudes, values and other personal qualities

Attendance is very good. Pupils have very positive attitudes and behave very well. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Attendance is very good because parents are supportive and pupils enjoy coming to school.
- Pupils are genuinely keen to learn. There is a calm atmosphere in the classrooms with high standards of behaviour which encourage effective learning.
- Moral and social development is very good and cultural development is good. These aspects of personal development have improved since the previous inspection.
- Spiritual development, whilst satisfactory, could be promoted more effectively.

Commentary

6. Pupils have very positive views about the school and this is reflected in their very good attendance levels. Parents send their children to school regularly and punctually and the reason for any absence is almost always notified quickly to the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.4	School data:	0.1
National data:	5.4	National data:	0.4

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

7. Throughout the school, the pupils are very keen to learn, well mannered and show respect for their teachers. Most pupils say that their school is fun and the lessons are interesting. Teachers and teaching assistants give pupils positive encouragement, which raises their self-esteem and helps them achieve good standards. The school charter provides good guidance for all to follow

and the weekly “good news” assembly is an opportunity for all successes, no matter how small, to be celebrated publicly. Pupils behave very well both in and out of the classroom. The school has had no occasion to exclude any pupils in the last academic year. Pupils often work with other groups of children for different subjects and this facilitates good co-operation between pupils of all abilities and backgrounds. Pupils with special educational needs show enthusiasm for their work and try hard to improve their performance. There is no evidence of any racial tensions at the school. Incidences of any bullying are rare and are quickly and fairly resolved. The school’s inclusive approach encourages pupils to regard themselves as integral parts of the school community.

8. The school strikes a careful and sensitive balance in acknowledging and celebrating the different faiths held by pupils at the school. Pupils are well informed about the beliefs of others and show respect and tolerance for them. However, opportunities for spiritual development in lessons are often more incidental than planned. Assemblies are satisfactory, but could be more effective in promoting a spiritual dimension.
9. The pupils have a strong sense of ownership in the school. As an example, they contributed their ideas through the school council to improve the playground, which now includes an adventure area, tyre park and quiet areas for sitting. Pupils say that it has helped to make their lunch and break times friendlier and more fun. Pupils are enthusiastic to join in the wide range of after-school clubs and Year 6 look forward to their residential outward bound visit. Each class has special discussion times during which they are encouraged to reflect on their feelings and think about the consequences of their actions. This promotes their social and moral development well. Pupils help with classroom routines and the older children play a valuable role as monitors in keeping the school orderly at breaks and lunch times. The pupils take on these responsibilities willingly and carry them out conscientiously.
10. The attitudes to learning of the children in the Foundation Stage are very positive and they are well on course to achieve the expected goals in personal, social and emotional development. They behave very well and have a strong willingness to learn. The children are confident in their learning and display good levels of independence. They are also very supportive of each other.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The teaching is good overall, with a high proportion of very good teaching throughout the school. The curriculum is very good in the Foundation Stage and satisfactory in Years 1 to 6. It is enriched by a good range of additional activities. The school cares well for the pupils and works very effectively with their parents.

Teaching and learning

Teaching and learning are good overall. In the Foundation Stage, teaching and learning are very good. In Years 1 to 6, they are good with a significant proportion of very good and some excellent teaching. The assessment procedures are very thorough and provide the teachers with a clear picture of each pupil’s progress.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good and gives the children a good start to their education.
- The quality of relationships between adults and pupils promotes good learning.
- The teachers encourage and engage the pupils very well, thereby sustaining their interest.
- Assessment procedures are good in all subjects.
- The teaching assistants make a very positive contribution to the pupils’ learning.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	16 (39%)	15 (37%)	9 (22%)	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.

11. The proportions of good and very good teaching have increased significantly since the previous inspection and these increases contribute directly to the pupils' improved achievement. In the Foundation Stage, the teaching was never less than good and was very good overall. In Years 1 to 6, the teaching was good overall, with 25 percent of teaching being very good in Years 1 and 2, and 43 percent being very good or excellent in Years 3 to 6. The excellent teaching about decimal numbers was characterised by very clear explanation, questioning and demonstration, whilst allowing adequate time for pupils to think through problems, share ideas and work out answers for themselves. The interest generated by the teacher's enthusiasm and expert knowledge fuelled the pupils' interest and made them very eager to learn. These factors contributed directly to their excellent achievement.
12. Less than half of the satisfactory lessons were taught by the permanent teachers. In the satisfactory teaching, weaker elements are the slow pace of some parts of the lesson and undemanding work sheets, which do not accelerate the learning enough. The school is already taking steps to improve the satisfactory teaching.
13. The very good teaching in the Foundation Stage enables the children to make good progress in all areas of learning. It is characterised by strong teamwork and high ambitions for the children to do well. Relationships are very good and as a result children's personal skills improve quickly, impacting very positively on standards. The staff monitor and record the children's progress conscientiously and use this information very effectively to plan work which meets their individual needs. This ensures that the tasks the children are given build on what they have learned already, enabling the children to move smoothly from nursery to reception.
14. The positive relationships between adults and pupils, combined with good classroom management and high expectations of behaviour, are consistent strengths across the school, and create an atmosphere which encourages learning. Expectations of good behaviour are well established and occasional reminders from teachers ensure that the focus of lessons is on the learning.
15. In the best lessons, the teachers use lively introductions that help the children to recall what they have already learnt and to stimulate their interest in new learning. For example, beating time and chanting at different speeds and volumes, at the start of a music lesson, made the pupils concentrate and raised their expectations that this learning was going to be very enjoyable. Similarly, the placing of three spoons in the centre of the floor, at the start of a science lesson about properties, raised the pupils' curiosity and made them want to know more.
16. The teaching assistants are well briefed about their roles before lessons start. There is good teamwork between teachers and assistants, which provides a good role model for the pupils and enhances their learning. The teaching assistants relate well to the pupils and this fosters positive attitudes to learning in the pupils. This is particularly the case for pupils with special needs and those learning English as an additional language. The teaching assistants have good expertise and use this well to promote achievement.

17. The assessment process to track and record each pupil's progress is comprehensive for all subjects throughout the school. The information gathered is used effectively when teachers are planning lessons, so that a close match is made between need and provision. This contributes to the improved standards. Individual target setting takes place between teachers and pupils in English, mathematics and science. This involves pupils successfully in understanding what they are trying to achieve and in monitoring their own progress.

The curriculum

The curriculum provided by the school is satisfactory. The extra-curricular activities the school organises are good. The quality of the accommodation and resources is good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is very good.
- The school caters effectively for pupils with special educational needs, for higher attaining pupils and those at the early stages of learning English.
- The use of ICT as a tool to aid learning in all subjects is unsatisfactory.
- A good range of well-organised clubs and activities beyond the normal curriculum enriches pupils' education.
- Teachers receive inadequate guidance in the teaching of personal, social and health education.

Commentary

18. The curriculum in the Foundation Stage is rich and stimulating because the teachers and support staff have very good understanding of how young children learn. All areas of learning are planned meticulously and taught very effectively. There is a high focus on helping children to acquire good standards in literacy and numeracy and this has a significant impact on achievement as children move through the school. However, there are limited opportunities for the children to learn about the major religions of the world.
19. The school's procedures for the identification of pupils with special educational needs are good and the programmes devised to meet their needs are appropriate. The support they receive is carefully targeted and they are well taught, both in class and, where appropriate, in withdrawal sessions. Learning support assistants have a very positive impact on the pupils' education. The withdrawal groups for higher attaining pupils are also effective in accelerating progress and raising standards. Provision for pupils who are at the early stages of learning English is very well-considered and successful in supporting and encouraging them.
20. A wide range of visits and visitors, clubs and activities enhance pupils' learning well. Educational visits, both in the local area and further afield, enrich the curriculum. Visitors provide an extra dimension to the good range of design and technology that is taught in the school. The school makes good use of outside expertise to extend pupils' skills in cricket, football, rugby and lacrosse. Its involvement in a number of local competitions provides good opportunities for social development.
21. Since the previous inspection, the school has made good progress in developing the ICT curriculum and in teaching the basic skills. The curriculum now complies with National Curriculum requirements. Although some teachers use ICT well to support learning in other subjects, this aspect of ICT is unsatisfactory overall.
22. Some topics on personal, social and health education are taught in science, religious education and through assemblies or class discussion time, but this coverage lacks overall cohesion and guidance to assist the teachers' planning. The school has already identified this as an area for development and is currently considering the introduction of a scheme of work to support the planning and teaching.

23. Much thought is given to the deployment of teachers and support staff and this is effective in contributing to the pupils' good achievement. Similarly the accommodation is used well to enhance the pupils' learning. Subject co-ordinators audit resources for their subjects and ensure that a good supply and range of resources is available to support teaching and learning.

Care, guidance and support

The school cares for its pupils well. Pupils receive good quality support and guidance. There are good procedures to take pupils' views into account through the school council.

Main strengths and weaknesses

- The school is friendly, safe and orderly and this enables pupils to learn with confidence.
- Child protection procedures are good. The school is well maintained and health and safety procedures are good.
- Pupils are given good guidance, through the monitoring of their work.
- Pupils' views are considered fairly and have an influence on school practice. This makes them feel valued.

Commentary

24. Parents are pleased with the individual care and attention given to their children and feel that all children are treated fairly and equally. There is a happy and friendly ethos in the school. In the questionnaire completed by the pupils before the inspection, they expressed confidence that there was an adult they could go to in the school if they needed help. This reassurance has a positive impact on their learning. Parents say that teachers are diligent in contacting them if the need arises.
25. The school has effective systems in place to identify, assess, support and monitor the diverse needs of pupils with special educational needs. The school responds to requirements as outlined in statements of special educational need and complies fully with the Code of Practice.
26. The care and support that the children in the Foundation Stage receive is very good. Parents praised the induction process, which is flexible and adapted to the children's needs. The teachers' visits to the homes of nursery children, and the children's visits to school before admission, are considered particularly supportive.
27. Comprehensive and effective arrangements for child protection are in place. Children are well supervised, both in school and at breaks and lunch times. Most of the lunch time assistants are also classroom assistants and this means that the children get to know them well. The site manager and cleaning staff keep the school well maintained and clean. Appropriate health and safety risk assessments are undertaken. However, the governors could usefully be more actively involved in safety matters, for example, in helping to inspect the buildings.
28. The pupils receive good guidance from their teachers through the effective use of assessment data, which leads to target-setting sessions with individual pupils. Pupils discuss topical and moral issues in whole class sessions. The school promotes healthy eating and care for the environment.
29. Pupils are pleased that the school listens to their views and are proud of the changes that they have helped to bring about through their school council, such as in the playground areas. The pupils chair and minute their meetings themselves. The school council is very effective and makes a strong contribution to the pupils' personal development.

Partnership with parents, other schools and the community

The home-school partnership is very good. Links with the community are satisfactory and there are some good links with other schools, which help pupils' learning.

Main strengths and weaknesses

- Parents take a very keen interest in their children's learning. The Parent-Teacher Association gives strong support.
- The home-school partnership contributes to the pupils' positive attitudes. The school is welcoming and any concerns that parents raise are thoroughly dealt with.
- Pupils benefit from good links with a nearby special school and college.

Commentary

30. "Elmridge Parents and Teachers Association" raises significant funds for the school and organises social activities for staff and parents. Their support has helped with the new computer suite, playground improvements and the overhead projectors in the classrooms. The school is keen for all the ethnic groups in the school to be represented on the Association and is starting to have some success in this. Parents give very good support for their children's education. For example, nearly all parents attend the two consultation meetings held each year with teachers to discuss their child's progress and many choose to attend other optional meetings.
31. Parents are very satisfied with the school. They say that their children are happy, that the school is well managed and that they have no significant unresolved concerns. The school provides regular newsletters, which keep parents informed about the curriculum and about events in school. The school listens to parents' views; for example the school now holds an extra meeting with teachers in response to parents' requests. Over and above the minimum reporting requirement, the school sends home interim progress reports. This helps to maintain the effective home-school partnership. The end-of-year written reports on pupils' progress meet statutory requirements. However, they contain some educational jargon in the descriptions of attainment and targets for improvement. Parents of pupils with special educational needs are regularly informed of their children's progress and are appropriately involved in the review process. Homework is provided on a regular basis and parents support their children well in overseeing its completion.
32. The pupils go out on regular educational visits to local areas of interest and this provides good first-hand experiences. Pupils have helped to plant bulbs in the local park. A few parents commented that it was disappointing that the school had not recently participated in harvest festival or that the school choir had not sung carols in the town at Christmas. However, there were valid reasons for these changes in routine. Nevertheless, there is still scope to extend industrial and educational links within the school's immediate locality, so as to enrich pupils' learning.
33. Groups of pupils in Year 6 can visit the College of Arts every Tuesday after school for extra lessons in science, French and history. Constructive links have been formed with a secondary special school. This enables groups of pupils to join with older pupils from the special school in weekend residential courses on puppet making, for instance. The pupils enjoy these weekends and gain practical skills as well as an understanding and appreciation of the needs of others.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership. The leadership of other key staff and the management of the school are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has been very effective in raising achievement and addressing weaknesses raised at the previous inspection.
- The headteacher has created and supported a strong team of committed staff who share her high expectations.
- The role of co-ordinators is developing well, but further developments are needed in the monitoring of teaching and learning.
- Finances are controlled and used well.
- Governors are now better informed about the school's strengths and challenges, though formal systems are not yet in place for most committees.

Commentary

34. Leadership by the headteacher is very good. Her clear vision, sensitivity and drive, together with a strong commitment to the school's caring ethos, help to ensure a good quality education for all pupils. Governance, leadership and management have all improved since the previous inspection and standards have risen in English, maths, science and the Foundation Stage. The headteacher is very well supported by a small group of team leaders who share her commitment to high achievement and who work purposefully towards the same aim. This very good model of teamwork includes the teaching staff and classroom assistants.
35. The resolve of the staff and governors to ensure the inclusion of all pupils is very good. This is evident from effective assessment systems that are used to make sure that pupils' needs are met in the classroom, and from the funding made available for teaching assistants to provide additional support. These assessment systems contribute to the good progress being made by higher attaining pupils, those with special educational needs and the few who are in the early stages of learning English. In addition, the staff and governors ensure that the curriculum is accessible to all pupils. Relationships are very good and this makes the pupils feel valued and enables them to achieve very well. Procedures to identify, support and monitor pupils with special educational needs are effective and managed well.
36. The role of co-ordinators has improved since the previous inspection and they now have a clearer understanding of their roles and responsibilities. There is a now good involvement of team and subject leaders in school improvement. Teachers' planning is monitored regularly but there is insufficient analysis of the pupils' work. Further developments are needed in monitoring and evaluating the teaching to improve the effectiveness of the school improvement plan, and to improve the quality of the satisfactory teaching that was seen during the inspection. Nevertheless, the school improvement plan, which was unsatisfactory at the last inspection, is now of a good quality with clear priorities which are linked closely to funding. All staff feel involved in its production and it gives a clear direction for the school. The headteacher also ensures that teaching and learning is regularly monitored and evaluated as part of her performance management duties and this has been effective in bringing about improvements in these areas.
37. The governance of the school is satisfactory, having improved since the previous inspection. Governors now play a more effective role in the strategic planning of the school by evaluating all aspects of the school improvement plan. Because of this, and their regular visits to the school, they know the priorities and targets and are very supportive of the headteacher and staff. The governing body complies with all statutory requirements. However, although various committees work very diligently, in most cases they are run informally and without agendas and minutes. As a result, communications between committees and the full governing body are not as efficient or effective as they could be.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	548980
Total expenditure	549474
Expenditure per pupil	2233

Balances (£)	
Balance from previous year	12829
Balance carried forward to the next	12539

38. The finances available to the school are used well to meet clear educational priorities. Governors work closely with the headteacher and bursar to ensure that the principles of best value apply in all aspects of its work. For example, this principle is being applied well to plans to extend the accommodation in the school. Financial arrangements in the school are clear and are kept in good order, and the few minor weaknesses from the recent auditor's report have been addressed. The school is well managed and gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The quality of provision is very good and has improved since the previous inspection. Children achieve well from their average abilities when they start school, in all areas of learning. By the time they leave reception, standards are above average with nearly all reaching expected levels and half exceeding them in all areas of learning. All of the children in the nursery and reception classes attend full time. There is a strong drive for learning in the Foundation Stage which enables the children to achieve well. Teaching is very good in all areas of learning and a strong, unified team who are ambitious for the children and provide an imaginative curriculum, which meets their needs very well. The provision is skilfully balanced between very effective teaching in small groups and opportunities for children to plan their learning through play. Relationships are very good and, as a result, the children's personal skills develop quickly, impacting positively on standards. The very successful leadership and management skills of the team leader have kept the department on an upward track. She has used thorough planning and monitoring very well to manage change and incorporate improvements since the previous inspection. Very effective assessments are used directly to plan work at the correct level for all children, so that they move seamlessly from nursery to reception. The accommodation is attractive and well resourced and, although the outdoor area is small, there is a good range of activities to engage the children well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Relationships are very positive and the children receive very good levels of support.
- The children are very keen to learn.
- There are many opportunities to plan and work independently.
- Behaviour is very good and the children work well together.

Commentary

40. This area of learning receives a suitably high focus when children start in the nursery. They make good progress and quickly settle into a well-ordered environment where relationships are warm and supportive. Their progress is also helped significantly by very good induction arrangements, which gradually introduce the children to school. The teaching and learning are very good and enable the children to achieve well. The adults are highly skilled in knowing how young children learn and use this well to plan activities which lead to sustained interest and motivation and a strong desire to learn. The very good planning and organisation of the unit ensure that children quickly take on more responsibility for their own learning, and become more independent. After only a term in school, children in the nursery are confidently choosing their own materials to make models and deciding when and what to eat at snack time. Every opportunity is taken to reinforce the skills of caring and thinking of others and, as a result, the children are helpful and behave consistently well. For example, in a discussion in reception about Jack and the Beanstalk, the children considered whether it was morally right for Jack to take the gold from the giant. When undressing for gymnastics, a child seeing his friend struggling to undue the buttons on his shirt spontaneously helped him without any prompting from an adult. By the end of reception, the majority attain above average standards.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children are achieving well due to small focused teaching groups.
- Every opportunity is taken to extend speaking and listening skills.
- Reading progress is accelerated well by help received at home.
- There is a very limited range of books in the nursery.

Commentary

41. The very good teaching and learning enable the children to achieve well and to attain above average standards by the end of reception. Very good organisation enables adults to work effectively with small focused groups on language activities. In reception, most groups are set by ability so that support can be focused at the correct level. Both guided reading and writing are taught in these sessions, with considerable success in raising standards and achievement. By the end of nursery, nearly all the children can write their own names and use some letters and words in their writing. This good progress continues in reception where children regularly practise to improve their letter formations. A wealth of opportunities is given for children to write freely across all areas of learning and in particular via the stimulus of stories. One child wrote 'I can jump high on the trampoline and my feet go up and down'. Through very good teaching many children in reception are already on the early stages of a reading scheme and some are reading confidently. Most children receive a lot of help with reading at home and this is valued highly by the school because it makes a very positive contribution to their learning and achievement. There are not enough books in the nursery for children to choose from. The 'book corner' is less well resourced than other areas of learning and therefore children are not given the opportunity to read widely and build up a sustained enjoyment for reading and sharing books together. Speaking and listening skills are good and develop well in all activities. Most children, by reception, speak confidently and fluently and, whilst very keen to express their views, they wait politely for their turn to speak. They are taught to listen carefully and respond well to questions and remember key facts from stories and other information. For example, after hearing the story of 'Jack and the beanstalk' most children in reception could retell the story.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **very good**.

Main strengths and weaknesses

- There is a very good practical focus to help children understand numbers and solve problems through play.
- Very good focused teaching in small groups accelerates learning and understanding.

Commentary

42. Very effective teaching in small groups is used well to help children acquire a good understanding of numbers, to develop their mathematical language and solve problems through play. The children achieve well as a result of the very good teaching. By the end of reception, standards are above average overall. In nursery, skilled questioning helps children develop a keen interest and understanding of numbers up to five when they count the leaves on 'Jack's beanstalk'. This effective teaching and learning continues in reception, with activities to help children add on from a given number to ten. In one session a higher attaining pupil knew straight away that if she took two objects away from ten she would have eight left. By the end of reception, about half the children are confidently using numbers up to 20 in simple calculations. Skilled questioning across all areas of learning helps to extend the children's mathematical skills and understanding very effectively. There are regular opportunities to use games, construction equipment and sand and water to develop their skills in shape, space and

measurement. For example, adults help them to use play dough to make beanstalks and talk about the 'longer' and 'shorter' shapes they make.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There is a very good focus on visits and visitors to enhance learning.
- Imaginative play areas are changed frequently to keep interest levels high.
- Children have limited opportunities to celebrate major religious festivals.
- Some resources are not readily available for investigation work in nursery.

Commentary

43. The teaching and learning are very good overall and enable the children to achieve well. Visits and visitors are used very well to support this area of learning and help children to learn about their world. The visit of a policeman and nurse has helped children to understand how different people can help them, whilst a visit to a local farm and zoo has increased their understanding of how to care for different animals. The frequent changing of the imaginative play areas constantly challenges the children's learning and stimulates their interest. In religious education, very few religious festivals are celebrated apart from Christmas, and this creates a gap in the children's knowledge and understanding of different faiths, cultures and beliefs and is an area for further development. Investigations take place regularly, such as observing closely the growth of beans. Through very good questioning by the teacher, one child in the nursery said 'My bean has started to crack and the root is coming out'. However, in this lesson, which involved looking at different beans and other seeds, magnifying glasses were not available for children to observe more closely and as a result there were some missed opportunities to extend observational skills. Computers are used well to support the different areas of learning. Most children move the mouse confidently to make patterns and use the keyboard to write their names and captions for pictures they draw. By the end of reception, they can also print out their own work and attain above average standards.

PHYSICAL DEVELOPMENT

The provision for physical development is **very good**.

Main strength and weaknesses

- Outdoor provision and lessons in the hall are very well planned.
- There is limited space for free movement on the wheeled toys.

Commentary

44. The very good teaching and learning enables the children to achieve well. The outdoor area is well resourced, not only to support physical development but for all areas of learning. Because outdoor activities are well planned and children receive very good levels of support, they achieve well. In nursery, most children move and balance on the climbing frame with average skills of co-ordination. They travel confidently on wheeled vehicles, but space to move freely is very limited and there are no markings to make the activity more purposeful. Plans are being prepared to extend this area and provide more space and opportunities for wheeled vehicles. When the children in reception used the hall for gymnastics they demonstrated some very good skills in skipping, jumping and bouncing. They move with confidence and good levels of co-ordination. As a result of the effective planning and assessment, well over half of the children are expected to exceed the early learning goals by the end of reception. There are many

opportunities for children to handle pencils, scissors, brushes and other tools. The regular 'woodwork' sessions outdoors makes a very valuable contribution to children's control and co-ordination, particularly in learning to work safely. It was very impressive to see children in nursery using a hammer correctly to bang nails into a piece of wood.

CREATIVE DEVELOPMENT

The provision for creative development is **very good**.

Main strengths and weaknesses

- Skilled teaching and free choice are balanced well in art and craft activities.
- Children are given very good opportunities for structured play.
- There are good opportunities for children to make music.

Commentary

45. Teaching and learning are very good. Teachers plan a wide range of stimulating activities in art and craft and ensure that resources are available for children to make their own choices. This contributes to the children's good achievement. Easels are always available to use for drawing and painting. Children are taught the important skills of mixing paints and using brushes to express their own ideas in self-portraits. They use scissors and glue confidently to make imaginative collages with seeds and other materials. They often make up their own stories using puppets. Outside, they use large cardboard boxes to make into their own imaginative areas, based, for example, on different fairy stories. The children regularly take part in both planned and free choice music-making sessions and are quickly building up a good repertoire of songs and rhymes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Standards in Year 2 are above average and in Year 6 they are well above average.
- The achievement of all pupils, including those with special educational needs, is good.
- The quality of teaching and learning is consistently good and promotes very positive attitudes in the pupils, but teachers do not make sufficient use of ICT as a tool to aid learning in the subject.
- The leadership of the subject is very good and contributes to the good achievement.

Commentary

46. The school has maintained the above average Year 2 standards found at the time of the previous inspection and achievement is now good. By Year 6, the school has raised standards and these are now well above average and achievement is very good. In speaking, listening, reading and writing, standards are above average in Year 2 and well above average in Year 6. These standards are attained because the teaching is consistently good, and often very good. The teachers plan work which builds very successfully on the pupils' prior learning. The attention to individual needs challenges pupils appropriately and enables them to achieve well. Additional support for higher attaining pupils, those with special educational needs and those at the early stages of learning English, is well considered and successful in raising their achievement.

47. In Year 2, pupils are encouraged to give extended responses in the question and answer sessions that open and close literacy lessons. They are given opportunities to develop speaking skills in role play, such as when they are called upon to recreate fairy stories. During these sessions, the pupils work with each other very well and speak with confidence and clarity. In Year 6, pupils take an active role in discussions in pair, group and whole class situations. When discussing their reading, they are very confident and thoughtful speakers and listeners who have developed views on a range of books and who are able to communicate these very well.
48. The school places a strong emphasis on developing pupils' reading skills in all years. By Year 2, almost all pupils read and understand texts that are appropriate for their age, with a good number reading beyond this. They talk about the main characters and recall the main events with accuracy. Pupils in Year 2 can explain the differences between contents and index lists and make use of their alphabetical skills to locate information in non-fiction books. They are independent readers who use a range of approaches when tackling unfamiliar words and generally read a wide and varied range of books that challenge them. The school promotes variety in reading through visits by authors. Intervention by the teacher helps less eager readers by guiding their choices where appropriate.
49. In its current development plan, the school has identified the quality of writing as a weakness, especially for boys in Year 2. The Year 2 class teacher has been very effective in improving standards across a range of writing styles, such as instructional and story writing. Good emphasis is given to the structuring of pupils' work to promote clarity and length. By Year 6, pupils are very confident writers who are working with a good range of styles. Their writing is interesting and often makes good use of different techniques and imaginative vocabulary; for example, when they write about a disaster, or research and write biographies of famous people. Although there are some good examples of the use of ICT to present work, more use could be made of ICT to help develop research, reading and writing skills in all years.
50. Teachers have good knowledge of the subject. Their very good planning ensures that lessons are well structured and offer pace and challenge. Introductions are clear, and the range of activities offered matches individual abilities well. Lessons invariably end with well-considered summaries of the progress made, thereby reinforcing the learning well for the pupils and enabling the teacher to assess how well each pupil has progressed. Marking is generally good, especially of the older pupils' work, and gives pupils a clear idea of what they have to do to improve. Assessment is also good and is used well to ensure that pupils progress at the best pace for their ability.
51. The leadership of English is very good. The co-ordinator has been effective in identifying areas of underperformance and in devising ways in which to bring about improvement. This has been the case, for example, with boys' reading, where an emphasis on guided reading has led to a significant improvement.

Language and literacy across the curriculum

52. Teachers develop literacy well across the range of subjects. For example, teachers make good use of role-play in history to encourage pupils to develop skills of speaking and listening. In most lessons, question and answer sessions are very well used to develop pupils' oral and written responses.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards are very high by the end of Year 6 and pupils achieve very well.

- Teaching is often very good with an improved focus on practical problem solving and investigations.
- The use of ICT to support the subject is unsatisfactory.
- The subject is well led and managed although more focus is needed on monitoring the teaching and learning.
- Assessment is used effectively to guide teaching and learning.

Commentary

53. Standards of attainment by the end of Year 6 are very high and match the results of the 2003 national tests. The pupils' achievement is very good. By the end of Year 2, standards are well above average and better than the 2003 national test results, which were above average. The pupils who are currently in Year 2 are a stronger year group academically. Standards have risen well since the previous inspection and achievement is good. The pupils' behaviour and their attitudes to learning are very good. Their desire to learn and do well is fostered by the very good relationships and the interesting teaching. This impacts very positively on learning and achievement.
54. Significant factors in the pupils achieving so well include the very good teaching and the effective support from teaching assistants for pupils with special educational needs, and for those in the early stages of learning English. Half the teaching is very good or better, although a few satisfactory lessons were also observed. Investigations and practical problem solving are a strong feature of many lessons. Pupils are positively encouraged to explore different approaches to solving problems and explain their working out. This helps them to gain confidence and acquire the skills to carry through tasks and solve problems successfully. For example, in an excellent lesson in Year 6 on multiplying and dividing decimals to four places, pupils explored different ways of working out answers. The teaching in this lesson and many others was characterised by high expectations of what pupils can achieve, combined with an imaginative approach, which captures the pupils' enthusiasm for learning. Every minute is spent productively in helping pupils' learn rapidly. Explanations are clear and questions are effective so pupils know what to do to complete their tasks successfully. In many cases the independent work is planned as a game or investigation, which is fun to do but extremely challenging. The pupils receive very good support from their parents with homework and this contributes to their achievement.
55. Co-ordination is good and the subject leader has shown a clear sense of purpose and skill in tackling the weaknesses from the previous inspection, addressing nearly all of them successfully. She has been particularly successful in improving the procedures for assessment and using them to plan effective teaching that moves pupils on rapidly in their learning. The importance that the school places on rigorous assessment is a powerful tool in keeping standards high and teaching effective. Although a few lessons have been observed by the subject leader, the focus and rigour has not been strong enough yet to bring about measurable improvement.
56. In ICT, although some improvements have been made since the last inspection, pupils are still not making enough use of computers as a valuable resource to practise their numeracy skills. In data handling, more use is being made of computers to draw graphs but there is not enough focus on interpreting results and drawing conclusions.

Mathematics across the curriculum

57. The breadth of the curriculum ensures that there are good opportunities for pupils to use mathematics as part of their work in other subjects. Time lines are often used in history to help pupils to identify key dates and events. Pupils in Year 6 used their skills of rotational and reflective symmetry to draw and decorate some very attractive patterns in art and design.

SCIENCE

The provision for science is **very good**.

Main strengths and weaknesses

- By Year 6, the pupils achieve very well as a result of the very good teaching.
- Insufficient use is made of ICT to support science.
- Lessons have a good balance between explanation, investigation and discussion.
- Assessment information is used well to help teachers plan to meet individual needs.

Commentary

58. In Years 1 and 2, standards are above average and the pupils achieve well. This shows an improvement since the previous inspection and is better than the 2003 national test results. In Years 3 to 6, the school has maintained its very good standards since the previous inspection. By Year 6, standards are well above average and the pupils achieve very well.
59. The improvements throughout the school are a direct result of the good and often very good teaching. A particular strength is the teachers' skilful use of questioning, in order to probe and extend the pupils' understanding. For example, in a lesson on electrical circuits, the teacher used questions very well in order to revise previous knowledge of how circuits work, before introducing the pupils to parallel circuits. Similarly, when pupils in Year 2 found it hard to decide whether an object was natural or man-made, the teacher's skilful questioning helped them to work out the correct answer. Throughout the school, the teachers make sure that the pupils learn, understand and use correct scientific terminology such as 'properties', 'transparent' and 'resistor'.
60. The teachers provide a good balance between different elements of their lessons. This enables the pupils to think and share ideas about what might happen, before carrying out practical work. In a lesson about magnetism, the balance between explanation, discussion and practical investigation sustained the pupils' interest and this enhanced their learning. This was also the case where pupils were planning an investigation into temperatures at different locations around their classroom. The pupils showed good skills of investigation during whole-class and group discussions. The balance between the various parts of the lesson helped the pupils to remain focused.
61. The regular assessment and recording of the pupils' progress mean that the teachers have up-to-date information about each pupil and use this effectively to help them plan what their pupils need to learn next. Comments written on the work of pupils in Year 6 are particularly effective in helping them to understand how well they are doing. At the end of lessons, teachers review the learning which has taken place. Particularly effective use was made of individual whiteboards to test the pupils' knowledge of the symbols used in electrical circuit diagrams.
62. The use of ICT to support learning in science is unsatisfactory. The computer microscope is underused. Opportunities are missed because ICT is not included in the otherwise comprehensive planning.
63. The subject leader for science was absent during the inspection, but analysis of her management file and discussion with the headteacher indicate that her involvement in and influence over the development of the subject has increased considerably since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT was sampled.

64. It was not possible to see sufficient ICT lessons to reach judgements on teaching and learning in the subject. From other evidence, such as discussion with teachers, analysis of planning, work on display and in books, it is evident that there has been considerable improvement since the last inspection and that teachers are now much more confident in teaching ICT skills. From the planning work and from discussion, it is also clear that the ICT curriculum now complies with National Curriculum requirements. The computer suite has contributed much to this improvement, enabling teachers to teach skills effectively to entire classes. Despite the good improvement made, however, evidence from books, folders and display across the range of subjects shows that there is still much work to be done before ICT makes a full contribution to learning in other subjects. For example, pupils in Year 6 can combine text and graphics but are not yet using these skills to produce presentations.

HUMANITIES

In religious education, it was only possible to observe lessons in Years 1 and 2. The small amount of recorded work available from Years 3 to 6 was analysed. Discussions took place with pupils from Years 5 and 6 and with the subject co-ordinator. Work in geography and history was also sampled.

65. In the two lessons observed in religious education, the pupils sustained interest and contributed sensible ideas because the teachers made the subject matter relevant to their lives. Standards in the lesson seen in Year 2 class were above average, the pupils achieved well and the teaching was very good. These are improvements since the previous inspection. In this lesson, the pupils were encouraged to think about how Jesus' followers might have behaved; the teacher used question and answer very skilfully to help the pupils to make comparisons with their own actions when they admire someone greatly, such as a sports personality. This was very successful in helping the pupils to gain insight into what the followers of Jesus might have felt and how they behaved.
66. There was insufficient evidence to make judgements about standards and achievement in Years 3 to 6. In discussion, pupils in Years 5 and 6 recalled some miracles and parables of Jesus and could describe how the teachings of Jesus relate to everyday life as, for example, in showing kindness. They are aware of the Ten Commandments and make links to rules and responsibilities in everyday life. They know about important traditions within Islam and Christianity and talk about similarities and differences in worship and prayer between the two faiths.
67. The planning for the subject ensures that the requirements of the locally agreed syllabus are met. The pupils study a wide range of faiths, in addition to Christianity. The co-ordinator has only recently taken over responsibility for the subject. He has monitored the teachers' planning, but has not yet had the opportunity to observe teaching and learning. He has good understanding of the content of the curriculum and of how teaching and learning can be improved. Assessment procedures are good.
68. In **geography**, there was insufficient evidence to make judgements about standards and achievement. A group of pupils in Year 6 were observed using ICT to chart the world's highest mountain ranges. The pupils achieved well and extended their knowledge of mountain ranges. Discussion with the older pupils shows that they have sound understanding of the water cycle and of issues connected with water supply in different parts of the world. They understand and can interpret a satisfactory range of map symbols. Pupils in Year 2 make comparisons between the lifestyles and modes of transport in the city where they live and those on a remote Scottish island. The co-ordinator has good knowledge of the strengths and areas for development in the subject. He has some non-teaching time in which to monitor teaching,

learning and standards in geography. Assessment in the subject is now good. This is an improvement since the previous inspection.

69. No lessons were observed in **history** and there was insufficient evidence to make judgements about standards and achievement. Discussions with pupils and with the co-ordinator indicate that a satisfactory curriculum is in place. Pupils in Year 2 showed sound understanding of changes over time as they recalled work they had done about the life of Florence Nightingale, making comparisons between hospital cleanliness then and now. Pupils in Year 5 showed a growing sense of chronology as they discussed different times in history, such as Victorian Britain, Ancient Greece and the Second World War. The co-ordinator has analysed pupils' work, but has not monitored the teaching of history. Assessment is now good, an improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were observed in music and two in physical education. No lessons were seen in art and design or design and technology. Each of these four subjects was sampled.

70. In **art and design**, evidence was gathered from talking to pupils and the temporary subject leader and examining planning and pupils' work. It is clear that the school is providing pupils with relevant and varied experiences in most aspects of art and design. However, there is not enough focus on three-dimensional work, particularly in model making with different materials, especially clay. The kiln in the school is underused. ICT is also not being used enough to enrich the curriculum. Both these weaknesses were issues at the previous inspection and have not yet been sufficiently addressed. At the previous inspection standards in art and design were above average. The work that is currently on display shows average skills through the school. Art and design is often taught incidentally with other subjects and when this happens there is not enough focus given to improving skills in the subject.
71. The **design and technology** co-ordinator is a specialist in the subject and has introduced a very good scheme of work that draws heavily on national guidance. This has increased the rigour and challenge of the existing programme, which was in place at the time of the previous inspection. Evidence from display and from discussion with the subject co-ordinator shows that pupils find the work stimulating and are producing good outcomes. Work is enhanced by the involvement of visitors, such as the group that worked with pupils to design and construct puppets.
72. In **music**, pupils were observed in Years 5 and 6 and in a singing session for Years 1 and 2. In addition, the whole school was heard singing in assemblies. It is quite clear that the new music specialist is being used effectively to teach in Years 3 to 6. Although the average standards heard in singing are not as high as they were at the last inspection, her confident and stimulating teaching is beginning to raise standards and achievement again. Her teaching is very good and pupils are learning and achieving very effectively. Her skill in providing varied and challenging activities makes the pupils want to learn. One teacher leads a weekly singing session with pupils in Years 1 and 2. While this is a very enjoyable session and pupils are learning a good range of songs, more focus is needed on improving the quality of the singing, especially the pitch and tone. However, the teacher supports the singing well by accompanying them confidently on the guitar. Choir, orchestra and instrumental teaching enhance the provision. Regular concerts and performances in school also contribute well to pupils' musical enrichment. At the moment there is no overall co-ordinator for music through the school.
73. Two **physical education** lessons were observed. Both were dance lessons. From analysis of planning and discussions with teachers it is clear that all elements of National Curriculum physical education are taught. Records show that standards in swimming are at least average. The vast majority of pupils are able to swim the nationally expected 25 metres unaided, by the end of Year 6.

74. In dance lessons, pupils attain above average standards, and these reflect the findings of the previous inspection. They show good control and co-ordination and explore a range of movements well. They talk about what they are doing and take suggestions for improvement and build on them. Pupils work safely with each other, even when moving quickly around the hall. Teaching is good and teachers plan well, providing good pace, which builds progressively on what has gone before. Teachers make good use of demonstration to illustrate ideas for the pupils. This motivates them and increases the challenge to improve. Aspects of numeracy and literacy are brought into lessons. For example, pupils in Year 3 were asked to physically demonstrate symmetry and asymmetry.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship were sampled.

75. Three short lessons were observed in which pupils discussed caring for the environment and for each other, a topic linked to the week's theme for collective worship. Pupils talked responsibly about ways in which they helped to recycle materials and conserve resources. Whilst this teaching and learning were satisfactory overall, there is no guidance in place to help the teachers promote more in-depth thought and discussion as the pupils mature, and this leads to a lack of progression in their learning.
76. The school promotes the care of its environment very successfully and is working to gain the Healthy Schools award. It has an 'environmental group' of pupils who care for the school environment in practical ways, such as tending plants and designing displays to increase environmental awareness. The group also raises awareness of environmental issues, such as the recycling of Christmas cards.
77. The school council gives the pupils an opportunity to be involved in school development. The pupils speak about their involvement with enthusiasm and feel that they have a voice in influencing what happens in school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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