

INSPECTION REPORT

EMMER GREEN PRIMARY SCHOOL

Reading

LEA area: Reading

Unique reference number: 109794

Headteacher: Mrs Andrea Grashoff

Lead inspector: Selwyn Ward

Dates of inspection: 12th – 15th January 2004

Inspection number: 256067

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 340 |
| School address: | Grove Road Emmer Green Reading Berkshire |
| Postcode: | RG4 8LN |
| Telephone number: | 0118 901 5464 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Neil Parker |
| Date of previous inspection: | 12 – 16 October 1998 |

CHARACTERISTICS OF THE SCHOOL

Emmer Green is a large primary school catering for boys and girls aged 4 to 11. It is popular and oversubscribed, and has recently increased in size so that it now takes up to 60 children each year. Most children join the school with some pre-school experience but, because of the local education authority admission policy, summer-born children only have the opportunity to spend one term in the reception year. Most pupils are white and of British heritage, although there are a small number from a range of other ethnic groups. There are no pupils at an early stage of learning English as an additional language. Pupils come from a diverse range of backgrounds but, taken overall, their socio-economic background is above average, which is reflected in the below average number of pupils known to be eligible for free school meals. The number of pupils with special educational needs is average, as is the number with statements of special educational need. Pupils' special educational needs cover a range of physical and specific learning difficulties. Overall, children are of above average ability when they join the school. Emmer Green Primary has won a Government *Quality Mark* for its work in developing pupils' basic skills in literacy. The school also has *Activemark* for its work in sports and has *Healthy Schools* recognition for its work in promoting healthy lifestyles. It has earned an *Investors In People* award.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------------|----------------|---|
| 9271 | Selwyn Ward | Lead inspector | |
| 31754 | Charlotte Roberson | Lay inspector | |
| 2756 | Michael Barron | Team inspector | English, information and communication technology (ICT), special educational needs, English as an additional language |
| 20951 | Philip Littlejohn | Team inspector | Mathematics, citizenship, art and design, design and technology, music, physical education |
| 23055 | Wendy Lucas | Team inspector | Foundation Stage, science, geography, history, religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Emmer Green Primary is a **good** school that provides a good and broad education for its pupils. It provides good value for money.

The school's main strengths and weaknesses are:

- The teaching is good and pupils achieve well and attain high standards in the national tests
- Emmer Green Primary provides very well for pupils' personal development and, as a result, pupils behave very well, get on very well with one another and are very keen to learn
- The school is well led and managed
- Pupils benefit from a good range of learning opportunities across a wide range of subjects
- Work in lessons is not always well matched to the different needs and capabilities of pupils.
- The school provides well for pupils with special educational needs, although their individual learning targets are not specific enough
- The school provides very well for pupils' welfare
- More use could be made of information and communication technology (ICT) to support learning in other subjects
- The school has a strong and effective partnership with parents, who are supportive of the school and ensure their children attend regularly and on time

There has been good improvement since the last inspection. The issues identified in the last report have been tackled well, so that previously identified weaknesses are all now among the many strengths of the school. There is more good teaching and, although standards have fluctuated from year to year, they represent good improvement from those reported in the last inspection.

STANDARDS ACHIEVED

| Results in <i>National Curriculum</i> tests at the end of Year 6, compared with: | all schools | | | similar schools |
|--|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | B | C | B | B |
| mathematics | C | C | A | A |
| science | C | C | 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.

Inspectors judge pupils' achievement looking at the progress they make over their time in school as well as how well they do in lessons. Pupils' overall **achievement is good**. Children are generally of above average ability when they join the school. They get off to a good start in the short time they have in the reception year which, for most, is just one or two terms. They achieve well, with almost all attaining all of the early learning goals that children are expected to reach by the end of their reception year and with many exceeding them. Test results in recent years for both Year 2 and Year 6 show an improving trend. In 2003, they were well above average. In work seen, standards are above average throughout the school in English, science, ICT and art. Standards are above average in Years 1 and 2 in mathematics and music, whilst, in both these subjects, standards by the end of Year 6 are well above average. Attainment in design and technology is average and in religious education it is line with that expected in the locally agreed syllabus. Pupils with special educational needs benefit from good support and achieve well. Able children and those with particular talents, such as in music, achieve well although, in some lessons, particularly in science, the work they are set could be more challenging.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils get on very well with one another and their behaviour is very good, both in lessons and around the school. They benefit enormously from the many opportunities they are given to take on responsibilities. Pupils enjoy school and they are very keen to learn. Their attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is good. Although the amount of teaching time is below the recommended minimum in Years 3 to 6, lessons are well organised so that the impact of this on pupils' learning is minimised. The curriculum is broad and enables pupils to develop their skills, knowledge and understanding across a wide range of subjects. A particular strength is the imaginative use made of opportunities to link work being done in different subjects, although some opportunities are missed for using ICT to support learning in other subjects. The school is well resourced and specialist teachers and support staff are deployed very effectively to offer very good opportunities for enrichment in music and art. There is a very good range of out-of-school activities on offer to pupils, including some clubs run by the pupils themselves. The school has a good productive partnership with other schools and with the wider community. It has also been successful in building a good and effective partnership with parents. This helps parents to support their children's learning at home and contributes to the low absence rate. Arrangements for the care and welfare of pupils are very good but the individual education plans drawn up for pupils with special educational needs are often insufficiently precise.

Teaching and learning are good. Lessons are well planned and many have a brisk pace, with varied activities that ensure that pupils' interest is maintained and that they get a lot done. Relationships are very good between all the adults and pupils in the school, so that in many lessons pupils work hard because they are eager to please their teachers. Support staff work closely with pupils with special educational needs and the good support they provide results in those pupils achieving well. In most lessons, teachers have high expectations of their pupils. They set challenging work and pupils respond well to this. In some lessons, however, work is not as well matched as it could be to the different needs and capabilities of pupils in the class. Marking and assessment are good. In most instances, teachers' marking helps pupils by showing them what they need to do to improve their work, and older pupils, in particular, have a clear appreciation of how well they are doing. Teachers are also effective at assessing in lessons how well pupils are learning, often involving pupils in assessing for themselves how well they understand what is being taught and whether they need more support.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has a very clear vision for driving forward school improvement and she has been very effective in building a strong staff team. Together, they have established a school ethos where pupils and their various achievements are increasingly valued. Staff with management responsibilities generally monitor standards well, although, as yet, few have had the opportunity to directly observe teaching and learning in their subjects. Governors do a good job. They are supportive of the school and have been successful in ensuring that all legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by pupils are very strongly favourable. Although parents also express strongly positive views on most aspects of the school, a significant minority do not feel they receive enough information on how well their children are doing. Inspectors found much of the information to parents to be good although, in school reports, detail on some subjects is thin.

IMPROVEMENTS NEEDED

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

- Ensure that work in lessons is always well matched to pupils' abilities
- Ensure that individual education plans for pupils with special educational needs include clear measurable targets
- Extend opportunities for pupils to develop their ICT skills and use them in other subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Pupils attain above average standards throughout the school. Achievement is good for pupils of all abilities, including the more able and those with special educational needs.

Main strengths and weaknesses

- Standards are above average or well above average in almost all subjects
- Pupils of all abilities achieve well throughout the school although, in some lessons, work does not offer the right amount of challenge

Commentary

1. Inspectors judge pupils' achievement looking at the progress they make over their time in school as well as how well they do in lessons. Children join the school with a range of capabilities, but, overall, they are above average. Although most have some other pre-school experience, they spend between one and three terms in the reception year and they achieve well over this period with almost all attaining all of the early learning goals that children are expected to reach by the start of Year 1. Many exceed this standard, particularly in language and communication skills, physical and social development.
2. The tables below show the average points scores attained in the Year 2 and Year 6 tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress, so the tables show, for example, pupils in Year 2 last year were on average more than a term ahead of pupils nationally. Pupils in Year 6 were around a term and a half ahead of pupils nationally.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.0 (15.8) | 15.7 (15.8) |
| writing | 15.4 (13.7) | 14.6 (14.4) |
| mathematics | 17.7 (17.6) | 16.3 (16.5) |

There were 48 pupils in the year group. Figures in brackets are for the previous year.

3. The evidence from past test scores in reading, writing and mathematics at the end of Year 2 suggests that pupils have not always done as well as this and that there has been some underachievement in Years 1 and 2, particularly in writing. The most recent test scores and work seen during the inspection show that the school has been very successful in identifying where improvement was needed in the teaching and learning of writing and in opportunities to extend pupils' writing, so that standards have improved significantly in this area. Standards in last year's tests in Year 2 were above average in writing. In reading and mathematics, they were well above average.
4. The standard of work seen during the inspection was broadly in line with this picture. Standards in Years 1 and 2 are above average in English, mathematics, science, ICT, art and music. In religious education, they are in line with those expected in the locally agreed syllabus. Inspectors only sampled work in other subjects, but all the work sampled was consistently of above average standard. The above average standards across almost all subjects and the high standards attained in recent tests represent good achievement.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.0 (26.7) | 26.8 (27.0) |
| mathematics | 28.5 (27.3) | 26.8 (26.7) |
| science | 30.3 (28.8) | 28.6 (28.3) |

There were 44 pupils in the year group. Figures in brackets are for the previous year.

5. In the Year 6 tests, standards again improved significantly in 2003. Pupils attained standards that were above average in English and well above average in mathematics and science. Standards were equally high when compared with how well the same pupils did when they were in Year 2 four years earlier. Work seen in Years 3 to 6 represents good achievement across the entire curriculum. Work in English, science, ICT and art is above average. Pupils' work in mathematics, music and their speaking and listening skills are all well above average. Work in design and technology is average and in religious education it is line with that expected in the locally agreed syllabus, but in all other subjects sampled it was above average. Again, the high test scores and above average or better attainment in almost all subjects represent good achievement. Nevertheless, in some lessons, work does not always offer the right amount of challenge to all the pupils. For example, in some English lessons, work was too challenging for some less able pupils and in some science lessons there was not enough challenge for the more able. The school has recognised this in its plans to organise some classes into ability sets from half term, as it did last year.
6. Throughout the school, boys and girls both do well, but boys do particularly well when compared with boys nationally. There is little difference in the standards attained by boys and girls in the school, whereas nationally boys do less well than girls in English. There are only a very small number of pupils whose home language is not English. None are at an early stage of learning English. They are fully involved in all lessons and achieve as well as other pupils. Pupils who have special educational needs make good progress throughout the school. Their work is planned efficiently, even though learning targets in many of their individual education plans are too vague, and their achievement matches that of other pupils in all year groups. This is due to the effective care and support they receive both in and out of the classroom, especially from well-trained learning support assistants. Pupils with particular talents, for example in music or sport, are given good opportunities to develop their abilities and they achieve well as a result.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral and social development, are very good. They have very good attitudes to work, to play and towards each other. Pupils behave very well. They enjoy school and levels of attendance are consistently very good.

Main strengths and weaknesses

- Pupils behave very well in lessons and around the school
- Pupils' independence is promoted well and they are developing into very responsible, confident and thoughtful young people
- Relationships are very good, both among pupils themselves and between pupils and adults
- Attendance is very good
- The overall provision for pupils' spiritual, moral and social and cultural development is very good, although there is still scope to learn more about other cultures, faiths and religions

Commentary

7. Pupils behave very well in lessons and around the school. In almost all lessons, they settle to work very quickly and without fuss and listen closely to their teachers. Younger pupils behave very well because they quickly learn and understand the school's orderly routines and their teachers and other adults have consistent expectations of them. All the children in the reception year are on target to attain, by the end of the year, the early learning goal for their social development and the overwhelming majority are likely to exceed it. There were no exclusions in the last school year.
8. Pupils are very interested in all subjects and take a full and active part in all that is provided for them. They play happily together in the playground. Older pupils help younger ones and during wet play, for example, they often join in with games with the infants in their classrooms. Pupils and parents do not believe bullying is a problem in the school and pupils themselves are confident that arguments and naughtiness are sorted out fairly and promptly. Because adults manage behaviour very well and take a consistent approach towards it, pupils learn to understand right from wrong. As parents reported, this is "a calm and orderly school".
9. Pupils grow in confidence and maturity as they progress through the school. Because relationships are so good, pupils feel very secure and comfortable with their teachers. They are not afraid to express their views and opinions. They know their achievements are valued and they respond well to praise and encouragement, which is so evident across the school. Their individuality and independence are very successfully fostered. They are exceptionally open, friendly, respectful and considerate young citizens, well aware of their responsibilities of living in a community.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 4.5 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data : | 0.0 |
| National data: | 0.4 |

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

10. High levels of attendance, well above those normally found in primary schools, are maintained from year to year. Very low numbers of unauthorised absences are recorded. Punctuality is good. The school actively encourages all pupils to attend and parents support the school by sending their children and by, in the main, not taking holidays during term time. This contributes to pupils' good achievement. Procedures and arrangements to promote and support high levels of attendance, as well as high standards of behaviour, are very successful and also contribute to the judgement that very good levels of care and support are a strong feature of the school.
11. Opportunities for reflection are planned for and taken in lessons and in, for example, *Circle Time*, where the whole class sit in a circle and take turns to discuss their views on an issue or concern. Pupils' social and personal development are significant strengths and the development of many important skills such as listening carefully, sharing, considering others and valuing different views are very evident. During a successful *International Day*, there was a focus on many different cultures and nationalities. There is, however, scope to broaden pupils' experiences even more to learn about other cultures and faiths on a more regular basis. For example, very little display around the school concentrates on artefacts from different parts of the world and pupils' own recollections on what they had learnt about other cultures are sometimes a little muddled.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good, as is the curriculum. There are very good arrangements for the care and welfare of the pupils, and the school has developed an effective partnership with parents to support pupils' education.

Teaching and learning

Teaching and learning are good. Marking and assessment are good.

Main strengths and weaknesses

- Lessons are well planned and time is well used so that pupils get a lot done
- Relationships are very good and pupils work hard because they are keen to please their teachers
- Support staff work closely with pupils with special educational needs and the good support they provide results in those pupils achieving well
- Although in most lessons, teachers have high expectations of their pupils, sometimes work is not matched well enough to their abilities
- Marking gives pupils helpful guidance on what they need to do to improve their work

Commentary

Summary of teaching observed during the inspection in 65 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 10 (15%) | 32 (49%) | 23 (35%) | 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. Percentages may not sum to 100 due to rounding.

12. The leadership and management of the school have been effective, through monitoring of teaching and learning, in improving the quality of teaching. As a result, the quality of teaching is better than that seen in the last inspection, with a now higher proportion of good teaching.
13. Lessons are well planned, with teachers usually making it clear to pupils what it is that they are expected to learn. Teachers vary the activities within lessons and this helps to keep pupils interested and fully involved. In a number of lessons across a range of subjects, teachers make particularly effective use of drama, role-play and debate to engage pupils' interest and build on their often very good speaking and listening skills. Teachers frequently ensure a good pace of learning by setting strict time limits for activities. As a result, pupils often get a lot done.
14. Relationships throughout the school are friendly and very good. Because the adults in the school get on so well with them, the pupils often work hard just to please their teachers. Teachers take care to ensure that pupils with special educational needs are fully included in class discussions. As a result of this, and the good help they are given by learning support assistants, they achieve well.
15. Question and answer sessions are generally used well to recap what has been learned before and to check how well pupils understand. Teachers do not just take answers from those who volunteer them – often ensuring that all pupils, including those with special educational needs, are fully involved by directing questions specifically to them. Teachers take care to involve pupils in assessing for themselves how well they understand what is being taught and how confident they are in their knowledge. Where pupils indicate they have difficulties or where

teachers identify that some are struggling with what they are being taught, the most effective teachers readily adapt their lessons to take account of this.

16. Generally, teachers have high expectations of their pupils and set challenging work. In some lessons, however, work is not as well matched as it could be to the different abilities of the pupils in the class. Sometimes work is too difficult for the lower attaining pupils and in some lessons there is too little challenge to the more able. This was the case, for example, in some science lessons for older pupils, where all in the class were completing similar work and none were working at the higher level that would be expected for able pupils.
17. Marking is good, giving older pupils, in particular, clear guidance on what they need to do to improve their work. Some marking opens a genuine dialogue with pupils – posing questions which they respond to and showing that they have learnt from the points made. This is not consistently the case, however. In some cases where teachers' marking poses questions to a pupil, these go unanswered and points are not followed up by the teacher with the same rigour. Homework is generally used well to reinforce what is being learnt in lessons, particularly in Years 5 and 6, although parents say they would like to see more regular homework for younger pupils.

The curriculum

Curriculum provision is good, with work made more interesting for pupils through imaginatively linking subjects together. There is a very good range of clubs and other out-of-school activities. Resources and accommodation are good.

Main strengths and weaknesses

- The linking of work in different subjects helps to make learning fun
- There is a very good range of clubs and out-of-school activities
- Opportunities are missed for using ICT to help pupils learn
- The school is well resourced and benefits from good accommodation
- The amount of teaching time in Years 3 to 6 is below the recommended minimum

Commentary

18. Although the amount of teaching time in Years 3 to 6 is about an hour a week below the recommended minimum, all *National Curriculum* requirements and those of the locally agreed syllabus in religious education are fully met. The impact of the short day is minimised because lessons are well organised and teaching time in lessons is used well. The only adverse effect was detected in the timetabling of a small minority of lessons in the afternoon where a little more time would have enabled teachers to better ensure that all pupils had achieved the lesson objectives. Despite this, pupils benefit from a good and broad curriculum. The school has taken the lead in successfully implementing ideas suggested in the Government's *Excellence and Enjoyment Strategy* for primary schools, and, in particular, the building of links between subjects is helping pupils to learn and making learning fun.
19. Pupils' literacy, and particularly their speaking and listening skills, are developed well across many of the subjects taught with, for example, widespread use made of drama and role-play within lessons. In many lessons, teachers make use of "hot-seating" where a pupil has to answer the other pupils' questions in the role of a character in a story or historical account. This use of role-play helps to develop pupils' understanding of the topics being learnt in a way that is enjoyable and entertaining for them. In geography, numeracy skills were seen applied in a fun way as pupils lined up to form a human graph showing the popularity of different forms of travel to school. Although satisfactory use is made of ICT to support learning in other subjects, this is relatively less well developed in the school. Opportunities are missed for using ICT in other subjects. On many occasions when classroom computers were in use in other lessons, the

activities that the pupils were carrying out on the computer were quite unrelated to the objectives of the lesson.

20. Pupils benefit from a good range of clubs and other out-of-school activities, including trips. As part of the responsibilities they are able to take on within the school, a number of older pupils run clubs for the younger children. The clubs and other extracurricular activities on offer are well supported and enrich learning opportunities for all pupils, but they offer, in particular, a chance for gifted and talented pupils to develop their abilities, for example in art, music and sports.
21. The school is well resourced and the school buildings and site are attractive and contribute to the school's stimulating learning environment. There is a good mix of skills and experience within the teaching and support staff, and pupils benefit from opportunities to be taught by teachers and support staff with particular subject expertise in music and art. Learning support assistants and visiting teachers work sensitively with pupils with special educational needs and cater well for them with well planned and relevant work. They achieve well because they benefit from this good quality support.

Care, guidance and support

The care given to pupils is very good. Much improved attention is now being given to health and safety and to pupils' welfare. The provision of support and advice based on monitoring is good. The involvement of pupils in the running of their school is very good.

Main strengths and weaknesses

- There are very good arrangements for pupils' care and welfare
- There is very good involvement of pupils in the work of the school, especially through the school council
- The school keeps good track of how well pupils are doing and sets pupils useful learning targets
- Although pupils with special educational needs are well supported, their individual education plans are too vague
- Induction arrangements for new pupils are effective and enable the youngest children to settle quickly into school

Commentary

22. Arrangements for pupils' care and welfare were identified as a key weakness in the last inspection. Much work has been undertaken in reviewing both policies and practice since then and the school has tackled the issue very successfully, so that provision that was previously unsatisfactory is now very good. The new first aid room is spacious, clean and comfortable, and there are very clear and understood procedures for properly recording first aid treatment and the administering, with parental consent, of medicines. An experienced and well-qualified first aider ensures good working practices are followed. Procedures for child protection are in place and the named person is fully trained. Policy follows that agreed locally. Governors ensure that the risk assessment policy is reviewed annually and is adhered to.
23. In a relatively short time, the school council has established itself as an important body in the school and has successfully sought views of pupils and brought about improvements. For example, its recommendations on dinner arrangements have been implemented. Through the School Council, children have raised more than £2000 for new playground equipment, and pupils involved in the council speak very sensibly about its purpose and their role as councillors. Each of them was elected on the basis of an individual manifesto and members of the council have visited another school to talk about their successes.

24. Pupils appreciate the value of their personal targets. One pupil had *"hit a target today"* and proudly shared this step with her friends. There are good arrangements for keeping track of pupils' progress, for example by measuring their performance in tests. In this way, the school identifies pupils that need additional support. Staff do a lot of informal monitoring of achievements and personal development but there are weaknesses in the recording of targets for pupils with special educational needs. Although the school has developed effective systems for the early identification and assessment of pupils with special educational needs, the quality of individual education plans varies too widely. Some are specific and achievable whilst others are too vague. In addition, many individual education plans presently lack success criteria and do not feature review dates or review procedures. However, overall support for the academic needs and personal development of pupils with special educational needs is good throughout the school. Pupils' individual requirements are well catered for and the school works well with outside agencies and uses them effectively when they are required to do so.
25. Young pupils settle quickly into school routines. They and their parents are well prepared through a series of induction evenings and through teachers' visits to nursery groups in the area. The small number of older pupils who join from other schools partway through their primary education are always paired up with other pupils and a very watchful eye is kept on them by staff. Because they are supported in this way, they achieve similarly to the others in the class. Parents find the school very welcoming and friendly and say their children settle in happily because of the warm, caring atmosphere. One small boy said the best bit about school is *"arriving in the morning!"*

Partnership with parents, other schools and the community

The school's links with parents are good. There are also good links with other schools and with the local community.

Main strengths and weaknesses

- There is a very strong and successful Parent Teacher and Friends' Association (PTFA) that raises considerable amounts of money for the school
- Parents are very supportive of the school and of their children's education
- There are productive links with other schools and with the wider community
- Reports could be improved and there is inadequate reporting to parents of information on special educational needs

Commentary

26. There has been good improvement since the last inspection in the partnership with parents, other schools and the community. There has traditionally been good support for the school from parents who get involved in helping out on a voluntary basis in class and in helping with homework and, since the arrival of the present headteacher, the PTFA has grown from strength to strength. It is used as a forum for consulting parents, with parents in each class having their own representative. The many events held are very well supported and, last year, over £10,000 was raised for the school. The enthusiasm and commitment of those involved is very apparent and part of their success is due to the headteacher's willingness to listen and respond to parent's wishes. Parents also support their children's education by ensuring they attend school regularly and on time.
27. In their questionnaire responses, almost every parent indicated that they found the school approachable and responsive to suggestions. The headteacher readily makes herself available to meet with parents every day. She deals promptly with any concerns and always ensures that parents get responses to suggestions. When needed, the help of translators is sought and found for parents whose first language is not English.

28. A very good range of information is sent to parents both in newsletters written by the headteacher and in newsletters written by the PTFA. Information in reports is satisfactory but comments on how well pupils are doing and detail in some subjects are rather brief. There is currently no opportunity in reports for pupils to include their own comments and evaluation of their own progress. The prospectus is well written and very readable and the annual report from governors is now satisfactory. Statutory requirements are now met in both, but reporting on the school policy for supporting pupils with special educational needs is thin. Parents of pupils with special educational needs are not provided with enough information about the identification, assessment and progress of their children. Many individual education plans do not record evidence of parental involvement either at the initial or review stages.
29. Links within the community are good. Some businesses and organisations are supportive of the school and donate, for example, resource packs to support learning in geography. The vicar visits regularly and discusses religious education topics when he visits classes. Pupils, in turn, visit the church. They often play music and sing to the community. The school building is particularly well used by many community groups, for example the Brownies. Links with other schools and colleges are well established, as well as with several nursery groups within the locality. The good links with these groups help to ensure the smooth settling-in process for children joining the reception class, as well as contributing to their good achievement in the reception year as the school is able to build successfully on what the children have learnt before.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Governance is good.

Main strengths and weaknesses

- The headteacher's very good leadership has had a clear impact in ensuring that previously identified weaknesses are now strengths of the school
- The headteacher has been successful in building an effective team
- Key staff lead their subjects well and this has contributed to pupils' good achievement although few co-ordinators have yet had opportunities to directly monitor teaching and learning in their subject areas
- The school's finances are managed efficiently and expenditure is linked well to educational priorities

Commentary

30. The headteacher has very high aspirations and a very clear vision for driving forward school improvement. She has been very focused in ensuring pupils achieve well and has built up an effective team of staff who share a clear sense of purpose. Together, they have been instrumental in establishing a school ethos in which the achievements of all pupils are celebrated. There is a good sense of togetherness and team spirit in the school. Teachers work well together and learning support assistants and helpers feel valued and are "*treated as members of the teaching staff*". They enjoy their work and offer well-structured support for teachers. This is an essential element in ensuring that all pupils, especially those with special educational needs, achieve well.
31. The school fully meets the requirements of the *Code of Practice* for special educational needs. Leadership and management of special educational needs provision are satisfactory. Statutory assessments are completed in accordance with the school's policy and efficient systems have been set up to identify, assess, monitor and cater for the needs of pupils with special educational needs. As a result, the school has ensured that pupils needing extra support are well catered for even though the quality of some of their individual education plans is unsatisfactory.

32. The school is managed well by the headteacher and her senior staff. Monitoring of pupils' performances in English and mathematics is used to identify areas requiring improvement and is used well to track pupils' achievement. There is a settled staff and newly-qualified teachers are supported well. Management of individual subject areas is good overall, and this represents good improvement since the last inspection, when the role of subject co-ordinators was identified as a weakness. Nevertheless, although the curriculum is managed well, few co-ordinators have yet had the experience of directly observing teaching and learning in their subjects. Staff development is linked closely to school improvement planning and follows on effectively from performance management.
33. The governing body does a good job, although governors have tended to be more effective in supporting senior staff than in initiating ideas. Individual governors are paired with individual teachers in order to gain a better awareness of standards and provision in different subjects. In addition, curriculum co-ordinators report to the governing body on a regular formal basis and, as a result, governors now have a clearer understanding of both the school's strengths and also those areas for future development. They have also ensured that the criticisms of the previous inspection, regarding meeting all statutory requirements, have been fully addressed.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|---------|
| Total income | 745,018 | Balance from previous year | 113,335 |
| Total expenditure | 715,351 | Balance carried forward to the next | 152,000 |
| Expenditure per pupil | 2,110 | | |

34. Financial management and administration are good. The bursar keeps a very close check on the school's income and expenditure. Educational priorities within school improvement planning are closely linked to the school's finances. This helps to ensure that spending is targeted towards those areas of greatest benefit to the curriculum and to pupils' learning. The present large budget surplus brought forward from the previous financial year is connected to the school's recent building works and is earmarked towards the cost of equipping the new classrooms. Overall, the school applies the principles of best value well, evaluating how well it is doing, setting challenging targets for improvement and consulting well with parents and pupils, as well as ensuring value-for-money over spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Although most children have some other pre-school experience in a playgroup or nursery provision, they only spend a maximum of three terms in the reception year. For the many with summer birthdays, their time in reception is limited to just one term. They benefit from well-managed provision for each of the areas of learning, with the teacher and other adults working well together as a team.

Each of the areas of learning was inspected, with the exception of children's **Knowledge and Understanding of the World**. This area of learning was only sampled because only one part of a lesson was seen. In this lesson, children noticed how things changed when they mixed ingredients when making cheese scones. They were well supported and achieved well as a result.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- The school fosters very good relationships that enable the very youngest children to settle quickly and happily into school life
- Children feel secure and develop in confidence because they are well supported and encouraged by adults in the school
- The children are made to feel part of the school community

Commentary

35. Children enjoy coming to school and are beginning to form good relationships with their peers and adults. The teaching and learning are good. The teacher and other adults ensure that the environment provided and the positive ethos of the class help children to quickly learn the correct way to behave. Children are gradually given more responsibility. They tidy away the equipment with which they have been playing, dress and undress themselves with the minimum of help, take themselves to the toilet when necessary and put on their coats themselves in order to take part in activities in the outside area during teaching time. They show consideration towards others. For example, they walk down the corridors very quietly making "*grandmother steps*" because children in other classes are working.
36. Children show very good levels of self-control. They know that resources have to be shared, such as when they use the computer, and they know there are times to be quiet. Children dress and undress independently for physical education lessons. Role-play activities, such as when they play in the "*Medical Centre*" and when they pretend to give fruit to a character in a story, give them the opportunity to express their feelings, to use language and to make sense of their world. They are encouraged to consider the needs of others.
37. All children receive good support from adults. Children are very well behaved around the school and know what they need to do in order to get help. Many children use the normal conventions of politeness such as *sorry*, *excuse me* and *thank you* without prompting because the adults serve as very good role models. Attendance at assemblies, the school council and regular visits from the pre-school playgroup extend their experiences and give them the opportunity to see themselves as part of the community. This approach ensures that children learn to work with different people in a variety of different situations, maintain attention, sit quietly when necessary, talk to older and younger children and have a positive approach to new experiences. This results in most children being on course to exceed the early learning goals by the end of the reception year.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Children's skills in communication, language and literacy are above average due to the imaginative tasks and frequent opportunities that they are given to extend and develop their skills
- Displays create a stimulating environment that helps to prompt children's conversation and communication skills

Commentary

38. By the end of the reception year, children's achievement is good and almost all are likely to exceed this early learning goal. The teaching and learning are good. The teacher and other adults provide good opportunities for children to hold conversations in the role-play areas and to discuss and contribute ideas during introductions to lessons and while they are undertaking activities. When making cheese scones, they covered a range of subjects and spoke clearly and audibly in complete sentences.
39. Helped by the teacher, they make good attempts to read the title of a book. When looking at books with the teacher, they know the author is the person who writes the story and that the book has *blurb*. They are quickly developing their vocabulary. For example, when the teacher introduced *label* and *caption* during a reading activity, they subsequently used the words correctly in context. They used ticks on a chart to remember what they had bought when shopping and successfully wrote phonic sounds they had learned in the lesson on individual whiteboards, reading them back to the teacher. This showed that they understood that writing conveys meaning and can be read. High quality displays of children's work stimulate children's conversations as they talk to each other about what they have done.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of interesting practical activities are provided which stimulate the children and support their learning
- Every opportunity is taken to use and develop pupils' mathematical skills

Commentary

40. Teaching and learning are good. Adults take every opportunity to develop the children's mathematical skills, and particularly to develop their language. They use incidental opportunities well to build on what children already know to develop their mathematical understanding. For example, when a child brought a paper plate from home with a number of pictures of food stuck to it, the teacher took the opportunity to ask children to count them. Using opportunities such as these results in children being interested and enjoying their lessons.
41. The teacher supports and encourages children as they count forwards and backwards to ten, using their fingers to help them. She brought an element of fun to the session by encouraging them to be rockets. Working in a small group with the teacher, the children accurately placed the numbers one to nine in order, commenting on where each one might go. Appropriate interaction by staff, when the children are engaged in role-play, develops their mathematical skills well. For example, by encouraging them to count when pretending to shop. The

interesting practical activities from which children can choose, for example, making pictures from shapes, using the telephone in the kiosk, playing with water, playing with miniature animals and using computer programs to carry out activities, give many opportunities for children to use mathematical language and to develop mathematical concepts. This results in most children making good progress. Almost all are likely to reach the early learning goals by the end of their reception year.

Physical Development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities for physical development both in formally taught sessions and through play
- Resources for the area outside the classrooms have been improved and are now good

Commentary

42. Teaching and learning are good, and children have good opportunities for physical development both in formal lessons – for example, in dance and physical education in the hall, in outdoor physical activities - and during play-time. The resources for outdoor activities are much improved since the last inspection. They are now good.
43. In a well-taught dance lesson in the hall, children exercised good control and moved with some agility within their own space as they made imaginative “*bear strides*” while keeping time to the music. When in the area outside their classroom, they experimented with soapy water trying to make bubbles, arranged pebbles and stones in a tray and rode on bikes and scooters. These actions were carried out confidently, with good balance where needed and with real enjoyment because resources were appropriate and activities stimulating. Children demonstrated the control and respect for children’s personal space when taking phone calls in the kiosk and moving out of each other’s way to take a turn. They show increasing control over clothing and fastenings, hold pencils to write unaided and thread objects on to string to make wind chimes with the minimum of help. They thoroughly enjoy being active and they are well co-ordinated. Consequently, almost all of the children are likely to exceed the early learning goals by the end of their reception year.

Creative Development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children benefit from well-planned opportunities for creativity

Commentary

44. Teaching and learning are good. Lessons are well planned and provide frequent opportunities for children to discover, explore and use their imagination in dance, role-play and art. Children explore with a range of materials as they make wind chimes and rockets, using simple tools to cut and paste. They use their imagination effectively in their role-play in the *Medical Centre*, because resources are stimulating and support staff interact with them well, asking questions to support the development of their language. They take turns to be the doctor and the patient and respond positively to the needs of their playmates if they were ill. Almost all are now on course to achieve this early learning goal by the end of their reception year.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' attainment in English is good throughout the school
- Older pupils express themselves very well during conversations
- The quality of pupils' written work is not as good as other areas of English
- Pupils' attitudes towards the subject are very good
- Work in lessons is not always matched to pupils' abilities
- Pupils with special educational needs are well supported and make good progress

Commentary

45. Work is consistently good throughout the school in English and the attainment of pupils in Year 2 and Year 6 is above the national average. This represents good achievement and all pupils, including those with special educational needs and more able pupils, make good progress in the subject in all year groups as a result of the school's successful application of the *National Literacy Strategy*. Even so, the standard of pupils' written work lags behind that of their reading and pupils' speaking and listening skills. Furthermore, work set in some literacy lessons is not always matched as well as it could be to the different needs and capabilities of pupils.
46. Standards in speaking and listening are above average throughout the school and well above average by Year 6. Younger pupils speak with confidence, enter into discussions well and communicate effectively. More able pupils in Year 2 have a very good vocabulary and explain and describe characters in stories they are reading. By Year 6, many pupils have developed the ability to argue persuasively and to capture the listener's interest through the use of an extensive vocabulary and reasoned discussions. This was evident in lessons when Year 6 pupils were engaged in debating the prospect of selling the school playing fields for housing. They role-played the parts of interested parties – residents, golfers, property developers etc. – and debates on all sides became quite heated. One group of pupils, playing the estate agents, used calculated, if somewhat duplicitous, arguments excellently to try and convince others of the appeal of new housing to get rid of the noise of schoolchildren! They communicated their flawed argument in favour of development imaginatively without ever giving away their true reasons – money!
47. Standards in reading are consistently above the national average in both Year 2 and Year 6. Pupils' achievement is good and many enjoy reading both at home and at school. Book areas in classrooms are well organised and the school library is well equipped and well used. The school has a structured reading programme and there are good opportunities during the school day for pupils to engage in reading activities. As a result, pupils in Year 2 read accurately and with understanding and many have developed strategies to cope with unfamiliar words. Older pupils use inference and deduction well to explain the meaning of texts and characters in stories. They have developed preferences for different authors.
48. Standards in writing, whilst good overall, are not as consistently good in all year groups as standards in other areas of English. There was evidence from lesson observations and work scrutiny that written tasks were sometimes not matched to pupils' individual abilities and this affected achievement. The school is well aware that this is an area of concern and has identified it as a priority in its school improvement plan. However, by Year 6, pupils structure sentences and paragraphs well and choose words imaginatively when exploring feelings and ideas in their writing. Most work is well presented and spelling is usually accurate.

49. The quality of teaching ranged from very good to satisfactory. It was good overall and pupils learn well because they concentrate and work hard. Teaching was often, but not always, stimulating and well matched to pupils' abilities and previous experiences. However when lessons were less successful, introductions were overlong and pupils were not given enough time to complete their written work. This affected their achievement.
50. The subject is well led and managed by the two co-ordinators, who have a good understanding of the strengths and weaknesses and of the need to further develop writing skills. Resources are good and are used well to enhance learning. Improvement since the last inspection has been good.

Language and literacy across the curriculum

51. The use of language and literacy across the curriculum is good overall. Reading and writing skills are developed in other subjects, such as history for example, and pupils are encouraged to further develop their speaking and listening skills during structured discussion periods within lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards are well above average by the end of Year 6
- Teaching and learning are good
- Subject leaders have carried out extensive analysis of pupils' work to further improve standards
- Marking, although conscientious, lacks suggestions for improvement
- Not enough use is made of ICT to support learning

Commentary

52. There has been a good improvement in the subject since the previous inspection. Standards are currently above average in Year 2 and pupils are achieving well. In the last two year's national tests, results were well above average. The quality of teaching and learning in Years 1 and 2 is good. Teachers plan activities that are well suited to pupils of all abilities. Scrutiny of pupils' work showed evidence of pupils working at above average levels. The quality of teaching and learning was very good in a Year 1 lesson when pupils showed good understanding of place value when counting on or back in 10's. Pupils showed the ability to extract the key information from a question, using several function keys on a calculator to check the accuracy of their work. As a result of the very good teaching and high expectation the most able pupils wrote their own number questions, such as "*What number is 10 more than 67?*"
53. Standards are well above average in the current Year 6 and, again, this represents good achievement. Standards were similarly high in the 2003 national tests, when they improved sharply on the previous year. Standards have risen because the school has focused more on teaching the skills of enquiry and investigation in mathematics and this has proved to be successful. The quality of teaching and learning in Year 3 to Year 6 ranges from satisfactory to good and is good overall. Teachers have established good classroom routines and have high expectations and, as a result, pupils behave very well and work hard. In a good in a lesson in Year 6, when pupils were confident in designing a garden, costing materials and working within a set budget, pupils at the end shared their solutions with others and suggested ways in which they could improve their design. This illustrates the encouragement given to pupils to assess their own progress so that they have a better understanding of their own learning.
54. Marking of pupils' work is satisfactory, although it consists of praise such as '*well done*' rather than suggestions on how the work can be improved. Leadership in the subject is good.

Extensive analysis of pupils' strengths and weaknesses in all aspects of the subject has been carried out consistently. The subject managers have monitored some teaching, although this has not yet had a direct impact on further raising achievement. They have ensured the full implementation of the *National Numeracy Strategy*. However, ICT is not being used sufficiently to support the curriculum. On those occasions when ICT was seen in use during mathematics lessons, it was mostly for numeracy activities that were wholly unrelated to what was being taught to the rest of the class.

Mathematics across the curriculum

55. The development of numeracy across the curriculum is satisfactory. Pupils use mathematics in other subjects, such as music, where Year 1 pupils count to a regular beat, science where pupils construct graphs to show the results of their investigations and design technology where pupils show the ability to measure materials they use including the measurement of quantities used in food technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers give good emphasis to developing pupils' skills of scientific enquiry and their scientific language
- Pupils have good attitudes to science and enjoy the activities
- In some lessons, more able pupils could be set more challenging work

Commentary

56. Test results for 2003 showed pupils at the end of Year 6 attaining standards well above those seen nationally. This represents good achievement and improvement since the last inspection. Although test scores show that there has been underachievement in the past, last year's results showed that more able pupils did well. From the work seen in pupils' books and in the practical activities in Year 6, standards are above average but not as high as those attained in last year's tests. The more able pupils, in particular, have not been working at the higher levels that would be expected by this time in Year 6. Teachers express confidence, however, that, by the end of the year, a high proportion of their pupils will reach the higher levels as the teaching arrangements are reorganised after half term so that pupils of similar ability across the year group are taught together. This was the approach that was successfully taken last year. From work seen at the time of the inspection and in lessons, achievement is currently satisfactory. There is no national test in science in Year 2, but pupils' work in Years 1 and 2 represents above average standards and satisfactory achievement.
57. Teaching and learning are satisfactory. Teachers make good use of pupils' literacy skills. They introduce scientific terms well and give pupils opportunities to discuss ideas with each other before sharing them with the teacher and class. In most lessons seen, the work involved practical investigations with good opportunities for pupils to develop their scientific enquiry. This represents satisfactory improvement since the last inspection, when this aspect of science was identified as a weakness. As a result of the good range of practical activities they experience, pupils enjoy science. In some lessons, more able pupils are challenged and achieve well because teachers use their questioning skills effectively to target them with more difficult questions, but in some lessons the work they are set is insufficiently challenging.
58. The two co-ordinators are knowledgeable and have made satisfactory progress in improving opportunities for scientific enquiry. Computer software is beginning to be used to support learning but opportunities are missed for using ICT in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Direct teaching of ICT skills is good even though some teachers still need to develop the confidence to use the school's ICT suite to best effect
- ICT is not used consistently to support learning in other subjects
- Pupils attain standards above those expected nationally
- The two co-ordinators lead and manage the subject well
- Attitudes to learning are very good and pupils really enjoy their work in ICT

Commentary

59. The school makes good use of its relatively recently established computer suite to systematically build up pupils' knowledge, understanding and skills in ICT. Examples of pupils' work show they are learning to use ICT for word processing, using graphics, the Internet and work on spreadsheets and data handling, as well as the use of control technology. However, pupils have few opportunities to use ICT during lessons in other subject areas, as computers are seldom used effectively to reinforce learning during classroom-based lessons. Even so, a majority of pupils have access to computers at home and use these well to extend their understanding of ICT and reinforce new skill development. As a result, standards have risen since the last inspection and are now above those expected nationally in both Year 2 and Year 6. Given pupils' experience in using computers at home as well as in school, this represents satisfactory achievement.
60. Provision and standards have improved significantly since the last inspection because:
- The two co-ordinators lead and manage the subject well and have worked to ensure that the criticisms of the previous inspection report regarding standards and resourcing have been fully addressed and that the school has effectively developed a co-ordinated approach to teaching ICT
 - Funding has been used effectively to invest in a well-equipped ICT suite and in other resources such as a computer projector, digital cameras and control equipment such as *roamers* (robot "turtles" that can be programmed to move around the floor)
 - Teachers have had training in how to teach ICT and several now have a positive and confident approach to teaching. However, a minority still lack the confidence to use new equipment such as the interactive whiteboard (a display device through which the teacher can control a computer which projects onto the board) so some facilities are, at present, underused.
61. Nonetheless, the quality of teaching of ICT is good overall and this has resulted in raised standards. A majority of lessons are well delivered and structured in a way that makes learning enjoyable. Teachers give clear succinct explanations and demonstrate how to use programs and equipment to best effect. For example, in a very well taught Year 2 lesson, pupils made very good progress in building up their understanding of control technology when the programmed *roamers* to move around carefully constructed obstacle courses. They really enjoyed the lesson because the tasks were challenging but also very well matched to their previous learning and abilities. Adults offered very good support and ensured that all pupils, including those with special educational needs, achieved very well.
62. Coverage of all areas of ICT is good as a result of the school's use of national guidance as the basis for planning. Younger pupils steadily develop their computer skills and many older pupils have gained the confidence to work independently. Pupils are enthusiastic about using ICT and

attitudes to the subject are good. As a result they consider learning as fun and work well during lessons. But whilst computers in the ICT suite are used well to aid learning in other subject areas, lesson observations, teachers' planning and discussions with pupils confirm that the use of computers in classrooms to enhance learning in other subjects is inconsistent. The school is well aware that this is an area for future development.

Information and communication technology across the curriculum

63. The use of ICT across the curriculum is satisfactory but opportunities are missed for pupils to develop and use their ICT skills to support their learning in other subjects. Inspectors noted the use of computers by pupils in some of the lessons seen but the activities they were engaged in were often not related to lesson topics.

HUMANITIES

Inspectors saw two lessons in **geography**, which is not enough to make an overall judgement about provision. In an effective lesson in Year 2, pupils made good progress and used skills they had learnt in mathematics to form a living graph. This helped them to learn and contributed to their very positive attitudes to the subject. Learning resources have improved since the last inspection.

Inspectors saw just one **history** lesson. Achievement in the lesson was good, with pupils comparing the lives of people from the past with those of the present time. For example, they drew on their knowledge of the life of the present Queen Elizabeth II to compare it with Queen Elizabeth I in the past. Pupils take a pride in their work in history and the standard of presentation is high.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of visits and visitors to support the curriculum
- Pupils' learning contributes well to their spiritual and cultural development

Commentary

64. Standards are in line with those expected in the locally agreed syllabus. Achievement is satisfactory and there has been satisfactory improvement since the last inspection. Pupils learn about religion, looking at festivals and worship within Christianity as well as other faiths, but they also learn from religious stories, relating them to their own experiences and feelings. In this way, the subject contributes both to pupils' cultural and their spiritual development. They talk, for example, about times and occasions that are special to them, such as birthdays, and they explore feelings associated with giving and receiving different types of gifts, learning how time and help can be a gift. They learn to respond sensitively to the experiences and feelings of others, including those of different faiths.
65. Teaching and learning are satisfactory. In a good lesson, imaginative teaching, using puppets, helped pupils looking at Hindu celebrations to categorise characters as good or evil and to give reasons for their views. The teacher gave good opportunities for pupils to ask thoughtful and challenging questions of the pupils in the *hot-seat*, role-playing a character from the story. This contributed well both to the pupils' understanding of this aspect of Hindu belief and to their speaking and listening skills.
66. The subject co-ordinators have attended a number of relevant courses and these have given them confidence. The numerous initiatives which enhance the subject such as, the school

council, *Circle Time*, celebration assemblies and visits to a local care home, support the learning and make the subject relevant for the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No **design and technology** lessons were observed and so it is not possible for inspectors to make a judgement about teaching, learning, achievement or provision. However, the examples seen of pupils' work in their books and around the school show that standards are in line with national expectations.

Inspectors did not see enough **physical education** lessons to make a judgement on teaching and learning or provision. However, the school promotes participation in sport and has achieved an *Activemark* sports award. A residential school journey enables Year 6 pupils to participate in outdoors adventurous activities and all pupils in Years 3 and 4 receive swimming instruction. Almost all achieve the standard expected of pupils by the end of Year 6. Standards of physical education in the lessons seen were above average.

Art and design

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

Main strengths and weaknesses

- Pupils have very good attitudes towards art
- Pupils' skills of evaluation are good
- Teaching and learning are good
- Too little use is made of ICT to enhance learning in the subject

Commentary

67. Pupils attain standards in art that are above those expected for their age in both Year 2 and Year 6 and their achievement is good in building up their knowledge, skills and understanding of all aspects of the subject. This represents good improvement since the last inspection, which reported that the attainment of Year 6 pupils was satisfactory.
68. By Year 6, most pupils have developed the skills needed to use a range of media successfully. This was evident in a small group of Year 6 pupils using clay to model Aztec masks linking successfully with their studies in history. As a result of good teaching and a high level of subject expertise pupils were able to produce masks of a good standard and of which they were proud.
69. Teaching and learning are good. In a Year 1 lesson, pupils created their own patterns threading ribbons through hessian. Pupils showed good skills when cutting, weaving and sticking. They worked well in groups and showed genuine appreciation of each other's efforts. At the end of the lesson, they evaluated how their designs could be improved. In a Year 5 lesson, observing and drawing the texture and form of peppers, the pupils were taught effectively how to use pencils to create the impression of light and dark. Pupils were encouraged to evaluate each other's work, including very good practice of speaking and listening skills when the teacher encouraged pupils, in turn, to talk about the feelings they had for their own and others drawings. In discussion, Year 6 pupils showed a good knowledge of the works and style of a variety of artists including Monet, Van Gogh, Lowry, Picasso and William Morris. Pupils show very positive attitudes towards art. An example of this is a successful art club run by Year 6 pupils for younger pupils on a weekly basis. Sketchbooks are used to record pupils' work from Year 3 to Year 6. This forms a valuable record to judge pupil progress over time.
70. Management of the subject has improved since the previous inspection, as there is now an up-to-date policy as well as a scheme of work that shows appropriate coverage of the curriculum.

The subject leader ensures that art has a high profile in the school and recognises the need to make greater use of ICT to support learning in art.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The specialist teacher has very good subject knowledge and lessons are well structured
- Pupils are very well motivated
- Resources are used very effectively to aid learning
- The time allocated for lessons is not always sufficient

Commentary

71. Pupils reach standards that are above average in Year 2 and well above average by the end of Year 6. This represents very good achievement, which is a reflection of the high quality of teaching and learning in the subject, which is very good overall. Teaching is by a specialist teacher so that all pupils benefit from her very good subject expertise.
72. In a Year 1 lesson, pupils showed a good understanding of tempo and followed accurately the beat of a metronome. Pupils who required additional support, including those with special educational needs, also achieved well as a result of the help they received from their learning support assistant. Pupils were fascinated by the way the teacher interpreted the story of *The Tortoise and the Hare* with expressive voice and a variety of instruments. This motivated pupils to explore how they could interpret the story with a variety of instruments themselves. Throughout, pupils showed very positive attitudes to the lesson. In a Year 2 class, good links were made to the school's healthy eating campaign with pupils composing 'healthy' verses about fruit and 'unhealthy' verses about burgers. As a result of the very good teaching and high level of motivation, pupils achieved high standards. A good cross-curricular link with history was made when interpreting aspects of Aztec culture in sound. Pupils made very imaginative use of the good range of instruments that were well suited to the activity. Pupil compositions were of a high standard and they showed appreciation of each other's work and had the confidence to suggest ways in which their compositions could be improved. However, the length of the lesson did not allow time for pupils to refine and develop their compositions. As a result, some pupils showed frustration that there was insufficient time to develop their ideas.
73. A school choir is well attended by pupils from the Year 5 and Year 6 classes. Pupils were seen practising songs on a theme of conservation for performance in a local schools' choir festival. Many talented pupils play instruments with confidence and opportunities are provided for pupils to play in school assemblies.
74. The manager has led and managed the subject very well. The school's accommodation for music is good and has improved, whilst resources are also very good and are used well to aid learning. The school has maintained music as a strength of the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Appropriate planning is in place for personal, social and health education (PSHE) that is both linked to other subjects and taught in its own right. Too few lessons were seen, however, for inspectors to make overall judgements about teaching and learning or provision.
76. The success of the school's PSHE is reflected in the very good attitudes and relationships evident in the school. The school has developed strong relationships with outside agencies, such as the school nurse, to support the programme of health education. The school promotes healthy living and has *Healthy Schools* status. In addition, links are made between PSHE and

the healthy eating programme. Each week, four Year 6 pupils plan and prepare a three-course meal for a member of staff on a regular rota basis. In this they use their ICT skills to produce invitations, menus and place mats.

77. Pupils have very good opportunities to develop confidence and responsibility and to prepare to play an active role as citizens. The school council, which has representatives from all year groups including the reception class, discusses suggestions put forward by pupils and has been involved in decision-making on expenditure for improving playground resources. All members of the school council wrote their own manifesto before election and the school council has acted as a model for other schools. Pupils in Year 6 run clubs for younger pupils on a regular basis.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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