

# INSPECTION REPORT

## **FIELDING PRIMARY SCHOOL**

Ealing

LEA area: Ealing

Unique reference number: 101897

Headteacher: Mrs Annette Reeves

Lead inspector: Mrs T Chakraborti

Dates of inspection: 4-7 May 2004

Inspection number: 256123

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: 666

School address: Wyndham Road  
Ealing  
London  
Postcode: W13 9TE

Telephone number: 020 8567 9524  
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Appropriate authority: The governing body  
Name of chair of governors: Mr N Handley

Date of previous inspection: 30/4/1998

## CHARACTERISTICS OF THE SCHOOL

Fielding Primary School is larger than most primary schools and is situated in a residential area in the London borough of Ealing. Currently, there are 568 full-time children on roll aged four to eleven. In addition, 98 children attend part-time in the Nursery. The school has a very high proportion of children, some 25 per cent, who speak English as an additional language and there are 13 children at the early stages of learning English. The children come from a wide range of ethnic backgrounds, although the majority are white British. The largest minority ethnic groups are from any other white and Asian or British-Indian backgrounds. The rest are from other minority ethnic backgrounds. There are no refugees, asylum seekers or traveller children. Twenty-three languages are spoken in the school. The main languages spoken, other than English, are Polish, Punjabi and Urdu. Mobility in the current year has increased. Twenty-four children joined the school and 15 left in the last school year. The percentage of children identified as having special educational needs, including those with statements of special educational needs, is broadly in line with the national average. They have a wide range of special needs. The percentage of children known to be eligible for free school meals is below the national average. Children's attainment on entry is average. The school is often used for out-of-school activities by external community groups.

## INFORMATION ABOUT THE INSPECTION TEAM

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	Nick Butt	Team inspector	English Religious education
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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## **PART A: SUMMARY OF THE REPORT**

### **Overall evaluation**

**Fielding Primary is a good school** and provides good quality education for all its pupils. Standards are above average in Year 6 and well above average in Year 2. The quality of teaching is good overall. As a result pupils achieve well, especially in the Nursery to Year 2. The changes in leadership and management eighteen months ago have brought about a rapid improvement in the school's performance. The headteacher provides very good leadership and, with the support and challenge of an effective governing body, has successfully implemented a number of significant changes to the structure and organisation of the school. The newly established management team is effective in ensuring rigorous monitoring of teaching and learning. This has minimised the negative impact of high staff turnover over the past year significantly. The school gives good value for money.

### **The school's main strengths and weaknesses are:**

- Pupils in Year 2 reach well above average standards in reading, writing and mathematics.
- Standards achieved by pupils in Year 6 have improved significantly since 2003, especially in mathematics.
- The provision for the Foundation Stage is very good giving children a very good start to their education. As a result, by the end of the Reception year, children exceed the recommended standards in all areas of learning.
- The very positive learning environment of the school enables pupils to develop very good attitudes to learning and behaviour.
- Teaching is good. As a result, pupils are now learning well throughout the school and standards in Year 6 have risen.
- The headteacher provides strong leadership and ensures good quality teaching and learning experiences for all pupils. She is supported very effectively by the senior managers and the governing body.
- The resources for information and communication technology are inadequate and, as a result, pupils do not reach high enough standards in this subject.
- Assessment in information and communication technology and in the foundation subjects is not sufficiently developed but it is good in English and mathematics.
- The school's provision for promoting pupils' awareness of cultural diversity is not sufficiently effective.

The analysis of data indicates that the school's performance declined following the last inspection in 1998 and pupils in Years 3 to 6 were underachieving. However, a great deal has been achieved over the past two years and, therefore, improvement since the last inspection is judged to be good. The appointment of the current headteacher and the establishment of the new management team have made a significant impact on the improvement of the school. A strong emphasis has been placed on raising standards in Years 3 to 6. As a result, standards in Year 6 have improved. Most of the key issues of the last report have been addressed appropriately. Assessment procedures in some subjects are not fully developed but the school improvement plan clearly outlines the plans for developing an effective assessment system by next year. This carefully thought out improvement plan is used effectively to ensure systematic monitoring of teaching and learning. This means the newly appointed staff have been supported and guided well. The quality of teaching and the planning of the curriculum have been strengthened. The governing body is fully involved in the work of the school and supports, monitors and evaluates its progress effectively. The school now meets the requirement for a daily collective act of worship.

## Standards achieved

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, achievement is good.** The table above suggests that pupils are not achieving as well as they should. However, standards are improving steadily in Years 3 to 6 and pupils are now achieving much better because the teaching is good. Over the past year, the school has implemented several strategies to ensure that pupils in Year 6 achieve standards of which they are capable. The 2003 national test results show improvements in the standards in mathematics and science. Inspection evidence suggests that standards in mathematics have risen even higher and are now well above average. Evidence also shows that standards remain above average in English and average in science as they were in the 2003 national tests.

Children enter the Nursery with normally expected attainment at age three and achieve very well during their stay in the Nursery and Reception classes. As a result, by the end of the Reception year, the vast majority of them exceed the expected standards in all areas of learning. Pupils in Years 1 and 2 build successfully on their prior learning and, in Year 2, they are reaching standards that are well above average in reading, writing and mathematics. This was reflected in the 2003 national tests. Boys and girls achieve similar standards as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs achieve well. Standards in information and communication technology and in physical education are average. In religious education, pupils achieve standards in line with the locally agreed syllabus.

**Pupils' personal qualities, including their spiritual, moral and social development, are very good.** However, their awareness of different cultures is less well developed. Relationships between pupils and adults and pupils themselves are very good and, as a result, they develop very good attitudes and behave very well. Attendance and punctuality are good.

## Quality of education

The quality of education provided by the school is **good**. Teaching and learning are **good** overall and this means that pupils learn quickly and make good progress. Teaching is very good in the Foundation Stage. Teaching was found to be good in lessons in Years 3 to 6, although pupils' work shows that there is still ground to make up. As a result, pupils' achievement in relation to prior attainment was poor in 2003 national tests. However, inspection evidence shows that standards in Years 3 to 6 are improving and this is bringing about greater added value to pupils' education. This was also good in Years 1 to 2. Teachers are well prepared and are skilled at making lessons interesting for pupils who enjoy learning as a result. They give pupils the confidence to attempt difficult work and to answer questions clearly, giving reasons for their opinions. They ensure that the needs of pupils are met very well, whatever their gender, special educational needs or social background. The teaching and learning of mathematics are particularly good and pupils develop very good numeracy skills as a result. Across the school, reading is taught well and this helps pupils read fluently and with enjoyment. The teaching and learning in the Foundation Stage are very good and prepare children well for Year 1. There are good assessment systems in English and mathematics to evaluate and track pupils' progress. However, assessment in information and communication technology, and the foundation subjects, is not well developed. This means that

pupils do not always have clear targets for improving their work. Teaching assistants are well trained. They are well aware of the learning needs of the pupils and support them effectively.

The curriculum is broad and balanced and provides a good range of activities that motivate pupils to learn. The opportunities for enrichment through extra-curricular activities are good. The school offers very good provision for its pupils' care, welfare, health and safety. Pupils are supported well. This means that they feel secure and ready to learn. The school has good links with parents, the local community and other schools and colleges.

## **Leadership and management**

**Leadership, management and governance are good.** The headteacher provides a very clear educational direction that ensures high quality learning experiences for all pupils. She leads by example to inspire high aspirations, a sense of purpose and strong teamwork. She is supported very well by the deputy and assistant headteachers, and the governing body, in her work to improve the performance of the school. The quality of teaching and learning is monitored effectively. This has helped to overcome the challenges of high staff turnover in the past year. The governing body acts as a critical friend of the school and challenges and supports the management team effectively.

## **Parents' and pupils' views of the school**

Parents feel that their children like and enjoy school. The majority of them are happy with the information they receive about their children's progress and believe that the school enables their children to achieve well. They are supportive of the school and assist in their children's learning. However, there is a minority of parents who feel that communication with them is not effective. The inspection team found that the school's communication system is good and it provides its parents with sufficient information about the work of the school. Pupils enjoy being at the school and believe that their ideas are valued and supported.

## **Improvements needed**

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

- Improve and update the provision and resources for information and communication technology to ensure the effective delivery of the subject and that pupils reach standards of which they are capable.
- Develop appropriate assessment systems, as planned, in information and communication technology, and the foundation subjects, to track pupils' progress and to inform future planning in these subjects more effectively.
- Ensure that pupils are given sufficient opportunities to develop their awareness of cultural diversity in today's society.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS STANDARDS ACHIEVED BY PUPILS**

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

Standards are well above average in mathematics, above average in English and average in science by the end of Year 6. Achievement in Years 1 to 6 is good. Children in the Foundation Stage are achieving very well.

### **Main strengths and weaknesses**

- Children in the Foundation Stage achieve very well.
- Pupils in Year 2 achieved well above average standards in the 2003 national tests in reading, writing and mathematics.
- Provision for the pupils with special educational needs is good.
- Standards have improved significantly in mathematics in Year 6 and pupils are now achieving standards that are well above average.
- Information and communications technology skills are not used sufficiently to help learning in other subjects.

### **Commentary**

1. Pupils across the school are achieving well and standards are rising. Children enter the nursery with average levels of attainment and achieve very well during their stay in the Nursery and Reception. As a result, most of them exceed the nationally expected level in all areas of learning by the time they enter Year 1.

2. In the 2003 national tests, the pupils in Year 2 attained standards that were well above average in reading, writing and mathematics. There has been a significant improvement in writing where standards were average in 2002 national tests. Standards were broadly in line with similar schools and currently they are well above average in reading, writing and mathematics. Standards are above average in science, based on teacher assessment.

3. Over the period of 2000 to 2002, the school's Year 6 national test results showed a decline in standards and pupils were not achieving as well as they did in the national tests in Year 2. However, the 2003 national tests for Year 6 show a significant improvement in standards, especially in mathematics and science. This is due to good management, the increasing stability in staffing and good teaching. In the 2003 national tests, standards at the end of Year 6 were above average in mathematics and English and average in science. The proportion of pupils reaching the higher levels in mathematics and science was above the national average. This is a significant improvement in standards since 2002. Performance is not as good when compared with similar schools, based on attainment at the end of Year 2. However, the inspection findings show that standards in Years 3 to 6 are improving steadily, after a decline between 2000 to 2002. Overall, the rate of improvement is broadly in line with the national trend at the end of both Year 2 and Year 6.

4. Pupils are well taught and given a thorough grounding in basic skills. They build successfully on those skills as they move through the school. The literacy and numeracy strategies have been implemented successfully and are having a positive impact on pupils' achievement in these subjects. Pupils acquire a thorough knowledge and understanding of the skills they need in English, mathematics and science. Teaching builds upon these skills well, so that pupils use a variety of strategies to help them with spelling, punctuation and number calculations. Pupils' investigative skills are developing well. Good opportunities are provided for pupils to develop their speaking and listening skills. They speak fluently and use their own experiences and knowledge successfully to illustrate points they want to make. They enjoy a wide range of reading and many are able to read complex texts fluently and with understanding.

5. Standards in information and communication technology are average. However, insufficient resources in this subject mean that pupils are not achieving as well as they could and their computer skills are not used effectively to enhance their learning in other subjects, such as mathematics and science. Standards are average in physical education by the end of Year 6. In religious education, pupils achieve standards in line with the locally agreed syllabus.

6. Pupils with special educational needs make good progress and achieve as well as their peers. This is because work in class is at a suitable level and pupils are very well supported by well-trained teaching assistants. Individual education plans, written by the class teachers with advice from the special needs co-ordinator, are relevant and the targets clear.

7. Pupils who are learning English as an additional language are achieving well. By the end of Year 6, they attain the standards expected of their age group. This is because of the school's effective initial assessment of these pupils on entry and the rigorous monitoring of their progress in learning English as they move up the school. Pupils from different ethnic backgrounds achieve at similar rates. Boys achieve as well as girls.

<b>Standards in national tests at the end of Year 2 – average point scores in 2003</b>		
Standards in:	School results	National results
reading	18.0 (17.7)	15.7 (15.8)
writing	16.5 (15.1)	14.6 (14.4)
mathematics	17.8 (18.0)	16.3 (16.5)
<i>There were 88 pupils in the year group. Figures in brackets are for the previous year</i>		

<b>Standards in national tests at the end of Year 6 – average point scores in 2003</b>		
Standards in:	School results	National results
English	27.6 (28.0)	26.8 (27.0 )
mathematics	28.2 (26.2)	26.8 (26.7 )
science	29.2 (27.9)	28.6 (28.3)
<i>There were 60 pupils in the year group. Figures in brackets are for the previous year</i>		

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

Overall, pupils' behaviour, attitudes and personal qualities are very good. Pupils behave very well in and around the school and show very good attitudes to learning. Their moral and social development is very good. They develop good spiritual awareness. Their awareness of different cultures is less well developed.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes and are highly motivated.
- Pupils behave very well in and around the school.
- Relationships within the school community are very good.
- The procedures for monitoring attendance including lateness are very good.
- Provision for cultural development is not sufficiently developed.

### **Commentary**

8. The good behaviour and positive relationships reported at the time of the last inspection have been maintained and pupils' attitudes to learning, including the attitudes of those with special educational needs, have improved and they are now very good. Their personal development is also very good. The school has established a very good ethos and a positive climate for learning. All pupils within the community are treated equally and with respect. Pupils with special educational needs and those with English as an additional language mix well with their peers and participate fully in activities and school events. Pupils are highly motivated, keen to learn and this contributes significantly to the progress they make. Parents recognise that the school has improved the behaviour and maturity of their children.

9. Children in the Nursery and Reception classes have very good experience of the world around them and many have very good social and speaking skills. The staff develop their independence well in achieving personal tasks and hygiene routines. Children soon adjust to school procedures and make rapid progress in many aspects of learning and social development. They listen well to their teacher and enjoy all the opportunities on offer for them. They show very good attitudes and behaviour, and build very confident relationships with each other.

10. Pupils are very happy to attend school and they have very good attitudes to learning. Pupils enjoy their lessons. They want to please their teachers by listening carefully and by participating willingly in activities. They sit well for long periods of time without undue restlessness and sustain concentration well. They confidently participate in discussions and express themselves clearly, using a wide range of vocabulary. This contributes significantly to their learning and personal development. Their cultural development is satisfactory but there are limited opportunities for them to understand the nature of the culturally diverse society in which they live. For example, they enjoy art and music but opportunities are missed in these subjects to explore cultural issues. Pupils' moral and social development is very good and their spiritual development is good. They undertake routines eagerly and help the school to operate smoothly. The school council plays an active part in the development of the school environment.

11. The behaviour of the pupils is very good. Teachers have good control. Older pupils in particular show an awareness of self-discipline, which has a good influence on the few pupils whose behaviour can be challenging. Behaviour around the school is orderly and calm, particularly in assemblies. Pupils enjoy a social gathering at lunchtime. Behaviour in the playground is very good and the dedication of the midday supervisors ensures that any disagreements are quickly resolved. No incidents of bullying or racial incidents were observed during the inspection.

12. The quality of relationships is very good and a strength of the school. The relationships between the staff and pupils are consistently very good and support pupils well. Staff are very good role models and pupils value the trust, empathy and care that they are given.

13. Teachers encourage pupils to work together in pairs or groups and to listen to each other's opinions. Pupils warmly applaud the efforts of others in 'celebration assembly' or in classroom activities. Pupils form good friendships and gender and racial differences are irrelevant. Boys and girls eat and play amicably together. Pupils are welcoming and polite to visitors.

14. Pupils' personal development is very good. Children make rapid strides in personal development in the Nursery and Reception classes and this is maintained throughout the school. There are residential trips and pupils benefit from the experience they receive. Staff concentrate on building pupils' self-esteem within a secure and caring community. They consistently try to raise pupils' confidence and maturity through a developing personal, health and social education programme and good assemblies. Pupils are made aware of health and safety so that they can react safely in the school and the outside world. They take responsibilities and carry them out well. Activities for the school council ensure that they work independently and responsibly. Pupils are gaining good awareness of people less fortunate than themselves through charity work.

## Attendance

### Attendance in the latest complete reporting year (95.3%)

Authorised absence		Unauthorised absence	
School data	4.6	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.

15. Attendance and punctuality are good. The headteacher is the responsible person for attendance. The school has good procedures to monitor pupils' absences and parents usually co-operate well by contacting the school when their child is absent. The educational welfare service offers good support to the school. Pupils and parents say pupils enjoy coming to school. There have been no exclusions in the current year.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	284	1	0
White – Irish	4	0	0
White – any other White background	42	0	0
Mixed – White and Black Caribbean	14	1	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	13	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	41	0	0
Asian or Asian British – Pakistani	8	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	7	2	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	11	0	0
Chinese	10	0	0
Any other ethnic group	10	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for its pupils. The curriculum and the quality of teaching are good. There are very good opportunities to enrich pupils' learning through a wide range

of extra-curricular activities. The guidance and support of pupils are good. The partnership with parents and the links with the community are good.

## Teaching and learning

The quality of teaching and learning is good. The assessment of pupils' work is satisfactory overall but it is not sufficiently developed in information and communication technology and foundation subjects. Teaching is particularly good in English and mathematics.

## Main strengths and weaknesses

- The teaching and learning in the Nursery and Reception classes is very good.
- Lessons are planned well by teachers in each year group working closely together.
- Teachers have very good relationships with their pupils.
- Pupils with special educational needs are well supported in class.
- Pupils who speak English as an additional language are supported well.
- Teachers have high expectations of their pupils and manage them very well.
- Information and communication technology skills are not used sufficiently to aid learning.
- Assessment procedures are good in English and mathematics and satisfactory in science but not well developed in other subjects.

## Commentary

### Summary of teaching observed during the inspection in 73 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(1%)	20(28%)	38(52%)	14(19%)	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.*

16. The quality of teaching and learning is good overall. As a result, pupils across the school achieve well and standards are rising in Years 3 to 6. The quality of teaching has been maintained since the last inspection but the proportion of good and very good teaching is higher now. There has been a high turnover of teaching staff in the past two years. However, effective support from senior managers for the staff new to the school means that the disruption to pupils' learning is kept to a minimum. The whole ethos of the school promotes high achievement, and pupils rise to the many challenges presented to them with enthusiasm and great effort. They are proud of their work and are eager to learn more and do well.

17. Children enter the nursery with attainment generally in line with that expected nationally for their age. The high quality teaching in the Nursery and Reception classes ensures that children make very good progress during their time in the Foundation Stage. As a result, by the time they enter Year 1, the vast majority of them exceed the expected standards in all areas of learning. Teachers are very knowledgeable about the needs of young children and how they learn best. Children's knowledge and understanding, as well as their ability to make choices for themselves and to work independently, are developing very well.

18. Teachers have high expectations of their pupils' work and ensure that pupils present their work in neat, well formed and legible handwriting. They guide and support pupils very well to develop good independent learning skills. This was evident in the very effective presentation, by Year 5 in an assembly to the whole school and parents, of their work from the residential trip.

19. Teachers manage their pupils very effectively. There is a calm and purposeful working atmosphere in all lessons where pupils are able to concentrate and learn without interruption.

Teachers have very supportive and trusting relationships with their pupils. This helps pupils grow in confidence and take full part in class discussions. Teachers have good subject knowledge. They explain new ideas and concepts clearly in lessons and enable pupils to learn new skills and acquire new knowledge at a good rate.

20. Lessons are planned well to provide all pupils with work closely matched to their learning needs. Planning takes full account of the needs of pupils with special educational needs and those who speak English as an additional language. Higher attaining pupils are challenged with appropriate additional work and pupils from minority ethnic groups take a full part in lessons. Pupils respond well to the challenge and are proud of their achievements. Planning is done in year groups, which gives teachers the opportunity to support each other and share ideas. However, pupils have limited opportunities to use their computer skills to support their learning in other subjects, such as mathematics and science.

21. Teachers give good support in class to those pupils who have special educational needs. Pupils are well integrated and supported well by skilled teaching assistants. They work closely with teachers to plan lessons and are fully briefed about their role in class. This ensures that these pupils make the same rate of progress as their peers.

22. Pupils at the early stages of learning English are supported well both in class and in small groups. They are assessed effectively and regularly and the information is used efficiently to plan and chart pupils' progress in lessons and over time. They are well integrated in their classes. When supported in small groups, they work on the same work as their peers but with very good individual support from the co-ordinator for English as an additional language.

23. Assessment procedures in English and mathematics are good and are being used effectively to help teachers plan future work at an appropriate level. In information and communication technology there is little assessment information to track pupils' progress effectively. Assessment is similarly underdeveloped in the foundation subjects. The school has well founded plans to improve its assessment procedures. The analysis of national test data is used well to identify areas of learning that are strengths or are in need of further development.

## **The curriculum**

The curriculum provision across the school is good. It is enhanced well by a range of extra-curricular activities.

### **Main strengths and weaknesses**

- Pupils are motivated to learn by a rich curriculum both within lessons and beyond.
- Good equality of opportunity ensures all pupils benefit from what the school provides.
- The quality of provision in mathematics is good.
- Provision for pupils with special educational needs is good.
- Teaching assistants are used well to support pupils.

### **Commentary**

24. Across the school, the curriculum is imaginative and this helps to promote good achievement and personal development. All statutory requirements are met. This is an improvement since the last inspection when there were inadequate opportunities for the collective act of worship. The school has recently introduced new schemes of work and these are well designed to match with the children's needs. Pupils are engaged in a wide range of activities including practical investigations, problem solving, discussion, writing, reading, art, music and sports. Teachers emphasise children's personal development. Trips outside the school are used very effectively to extend children's experiences. For example, just before the inspection, one group of Year 5 pupils were taken to a residential study centre to undertake outdoor pursuits including canoeing, abseiling and raft building.

25. In the Foundation Stage, the curriculum is very good. It is planned to meet the needs of all children, including those with English as an additional language or with special educational needs. It provides a wide range of activities that enthuse and motivate children to learn. There is good indoor and outdoor provision for children and further improvements are planned for outdoors. The teachers and non teaching staff are well qualified and there is a good ratio of adults to children. The accommodation consists of good quality self contained units with access to pleasant and safe outdoor learning areas. There is a good range of learning resources, including good quality books and equipment, which support children's learning very well.

26. Following the introduction of new schemes of work, the curriculum is planned thoroughly. Although not yet due for review, some need further adjustment to fit with the school's needs, such as an information and communication technology scheme; teachers are aware of this. Teachers know the pupils well and prepare work to meet individual needs. There is an effective programme of personal, social, health and citizenship education in place.

27. Pupils are prepared well for the next stage of their education. Although they transfer to a number of secondary schools, they are well supported in their choices. The programmes of work help pupils to develop their knowledge, skills and understanding across the school. This ensures that they are ready to cope with the demands of secondary school.

28. The school provides a good programme of extra-curricular activities for its pupils outside the school day and this enhances their learning experiences well. These include opportunities to participate in sports, art clubs, an orchestra and a choir. Teachers take an active role in these clubs. Plans are in hand for a breakfast club in the near future. There is an after-school club available on another site. Discussions are being held with the intention to integrate this more closely with the school.

29. The school is provided appropriately with teaching staff, many of whom have been recently appointed. The teachers have suitable qualifications and a range of expertise to meet the needs of the curriculum well. They are offered training to further develop their needs and skills. Teaching assistants are well trained and contribute well to the work of the school, both in lessons and beyond.

30. The school's accommodation is satisfactory. It is spacious, light and much is well decorated internally. It has from two well laid out library areas and two large halls in addition to a dining hall. At the time of the inspection, some areas were suffering from leaking roofs and blocked drains, which caused some difficulties. The outside accommodation is good, with two playgrounds, a wild area and a grassed playing field. There are plans and a budget to further develop the use of these.

## **Care, guidance and support**

The school provides a safe environment and cares for its pupils very well. Support, advice and guidance are good and pupils are well involved in the school's work and development.

## **Main strengths and weaknesses**

- Child protection procedures and pastoral records are very well developed.
- Support and guidance is well provided in mathematics and English.
- Arrangements for induction for new pupils and the transfer to Year 1 are very good.
- Support and guidance in other subjects of the curriculum are being developed.

## **Commentary**

31. The school's procedures for ensuring that pupils learn in a healthy and safe environment are very good; this is an improvement since the last inspection. The medical room is well resourced and very good use is made of qualified staff. Equipment is checked regularly and procedures are fully in place to promote safe practice throughout the school.

32. There are very effective child protection procedures that meet statutory requirements. The deputy headteacher is the responsible officer. The agreed policy is well known to all staff; they have received training and there are good working relationships with all relevant support agencies. Effective pastoral records are kept for each child. The school exercises its responsibilities with vigilance and care.

33. Pupils are involved in the life of the school and their views are sought through the recently established school council. School councillors are proud of their role and work hard to involve all pupils in seeking their views and making decisions. The school encourages pupils to develop a sense of responsibility and this contributes well to their personal development.

34. All lessons have learning intentions and in final sessions pupils have the opportunity to evaluate what has been achieved and how to progress. They all have targets for literacy and mathematics and this is having a positive impact on pupils' learning. Detailed procedures are in place to assess pupils' progress in English and mathematics. These are at an early stage of development in information and communication technology and the foundation subjects.

35. Staff in the Foundation Stage work hard to prepare children for the Nursery and Reception and involve parents successfully at every stage. Procedures for transfer to Year 1 are also well established. Pupils at an early stage of English language acquisition receive good support and guidance in their academic and personal development. Pupils with special educational needs also receive good support.

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

The school has worked hard to strengthen the relationship with parents and works in good partnership with them. Parents receive good quality information about the work of the school and this helps parents to understand and support their children's learning. The links with the community and with other schools are good and broaden the school's curriculum.

### **Main strengths and weaknesses**

- The newsletters and the notice boards provide very good information about the school's work. A copy of the curriculum is posted on notice boards around the school.
- Teachers including the headteacher are on hand at the start and end of the school day.
- There are good structures with regards to parents' access into the school.
- The Parents', Teachers', Friends' Association is a hard working group of parents and they support the school's work well.
- The home school diary especially for the Nursery and Reception is well used by parents and school.

### **Commentary**

36. The last inspection report indicated that parents were pleased with all aspects of the school and feels very welcome in the school and the staff room. The partnership with parents is now well structured; it allows staff to keep a friendly but firm partnership with parents. Parents are asked to see teachers after school. However, if the matter is urgent a member of the senior management team will attend to their needs. The headteacher appreciates that some parents are unhappy about the new structures but sees the new systems as an improvement that will benefit the children.

37. The majority of parents support the school well, whilst a minority of parents feel that the school's communication system is not effective enough. However, the evidence from the meeting held with parents before the inspection and from the questionnaires suggests that communication is now good. On the other hand, the newsletters, the school brochure and the governors report to parents could be more visually attractive and reader-friendly.



38. The effectiveness of the school's link with parents is good. Despite the few parents who are dissatisfied with the new routines introduced, the aims of the school generally indicate that the school wants to encourage parental involvement in their child's learning. The headteacher has established links with a majority of parents, but recognises that there is a significant minority of parents who are "hard to get". At the end of the day, the headteacher and staff frequently talk to parents, although this is outside the school building. Parents are frequently invited into school for informal discussions. The newly designed reception offers very good facilities for parents to come in and talk with staff. Experienced support staff have considerable knowledge of some families and this helps to break down barriers to communication. Funds raised by parents are put towards projects like the facelift for the playground that is in urgent need of repair.

39. The educational partnership with parents is good. Parents have signed a home-school agreement and in the main the great majority of parents comply by ensuring that their children attend school regularly and on time. The school uses the home-school diaries well to inform parents of homework and to act as a dialogue with parents as and when necessary, this is used very well in the Nursery and Reception. Open evenings are well attended and the vast majority of parents are satisfied in the way this is organised. There is good collaboration with parents of pupils with special educational needs or with English as an additional language. Parents of pupils with special needs are invited to review meetings. They are consulted regularly to ensure that all aspects of the support are used to help these pupils gain maximum benefit from all they do at school.

40. Relationships with the community are good. The nearby church and the community centre have very good links with the school, and the community uses the school field for football. The school uses the church for various activities and the church's youth workers attend and take school assemblies weekly. There are good links with local secondary schools and all pupils benefit from what is on offer. Transfers are well organised.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. Leadership by the headteacher is very good. Management systems are effective and efficient. Governance is good.

### **Main strengths and weaknesses**

- The headteacher is a very effective leader who guides her staff well.
- Senior staff are good role models for pupils and other staff to follow.
- Good management structures are in place. Many are new and are already having a positive impact on standards and achievement.
- There is a very strong commitment to include all pupils in all aspects of the school life.
- The governing body has a clear understanding of the school's strengths and weaknesses and challenges the management team appropriately to ensure school improvement.

### **Commentary**

41. The headteacher guides the school's work very strongly. She has built up a particularly good team spirit in the school that includes all who work there. The very good relationships between staff are a key factor in moving the school forward. Senior staff also provide good leadership and are fully committed to raising standards and achievement. They aim for improvement, not just in academic standards, but in the personal development of pupils as well. Senior staff are very good role models for staff and pupils alike as they show great respect for the views of others and are consistently diligent in their work. They create effective teams that work together closely with a strong sense of purpose. This is particularly strong in the Foundation Stage where the managers have created a very cohesive unit through very effective teamwork.

42. Management is of a good quality. Many new systems have been put in place to monitor and analyse all aspects of the school's work. Strategic planning is effective. For example, the three-year

development programme, starting with mathematics and moving on to writing, science and information technology has already shown good results with standards in mathematics rising. This programme consists of putting into place the initiatives to drive improvement in the first year. The second year is used to firmly embed the changes and the third year to evaluate their effectiveness. Sensibly, the school has not tried to address all the areas at once and by staggering the programme is gaining maximum benefit without overloading the staff with too many new initiatives at the same time.

43. The school is fully committed to including all pupils in its success. All members of the school community are highly valued and respected and are encouraged to become involved in all school activities. The headteacher and her staff take a keen interest in the welfare and progress of all pupils. Through careful monitoring they ensure that all pupils have an equal opportunity to benefit from the many educational and social events planned. Pupils with special educational needs take a full part in school life because adults plan carefully to include them in activities.

44. Governors are very involved with all aspects of the school. They evaluate and monitor information from the headteacher and staff, from whom they receive verbal and written reports, for example about curriculum areas. Through such close links they are able to assess the impact of any new initiatives and judge the effectiveness of their spending. They have a good grasp of the strengths of the school and plan thoroughly to address weaknesses through the school improvement plan. For instance, the maintaining of standards in Year 3 and the provision for information and communication technology have been areas for improvement this year. Their regular evaluations of all aspects of school life enable them to provide challenge to the headteacher and senior staff in particular and to all staff generally.

45. The school's improvement plan outlines the main areas for development and is regularly evaluated and reviewed. It is matched to available funding and clearly outlines success criteria and responsibilities. There is a strong focus on improving the provision and raising standards. This is a good improvement since the previous inspection when the plan was not linked to financial planning. Professional development of staff, performance management and appraisal are all in place and the school gives good support to newly appointed and newly qualified teachers.

**Financial information**

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1,488,610
Total expenditure	1,463,597
Expenditure per pupil	2,415

Balances (£)	
Balance from previous year	76,024
Balance carried forward to the next	101,037

46. Financial management is secure. The funds carried forward, although quite high, are earmarked for improvements to the provision for information and communication technology.

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

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

The provision for children in the Nursery and Reception class is **very good**. Most children enter the nursery with standards of attainment that meet expectations for their age in all aspects of their development. They achieve very well because the teachers and support staff work very closely together to identify, support and develop individual needs. The provision for children with special educational needs is very good and they achieve at a similar rate to their classmates. There is a good balance across each area of learning that gives children interesting and stimulating work. It ensures that the children who speak English as an additional language quickly learn to communicate with adults and other children. The quality of teaching is very good and this makes a very positive contribution to children's learning and achievement. It has many very good features. These include the very good level of teamwork, very positive relationships, high expectations of children's achievement and thorough assessment of children's achievement. Strong leadership and management have created a cohesive Foundation Stage unit that gives a clear picture of children's development. Improvement since the previous inspection is good.

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

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

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

- Children achieve very well because the very strong teamwork encourages them to be responsible for their own actions from entry to the nursery.
- Very good use of assessment ensures that the vast majority of children exceed the early learning goals by the time they leave the Reception year.

#### **Commentary**

47. Adults throughout the Foundation Stage set clear standards of behaviour and ensure the children know them. This gives children a secure base for developing the ability to take responsibility for their own actions. Children in the Nursery and Reception classes respond very well to adults and work quietly and calmly. Nursery children quickly learn to work harmoniously with each other and are happy to share their work with adults. The very good teamwork ensures they become independent and take responsibility for tidying up after themselves. Children in the Reception classes understand and appreciate the needs of others within the group. For example, they help each other and share equipment cheerfully. Throughout the Foundation Stage children show much interest in what they are doing, concentrate very well and are eager to learn. This is because all adults consistently praise the children and encourage them to take pride in their achievements. As a result, children increase their self-confidence in what they can achieve. Very good relationships promote trust and enable children to ask for help when they need it. All adults treat each other with respect and extend this to the children. This makes a strong contribution to children's developing awareness and understanding of social skills. Most children in the Reception Year already exceed the expectations of the early learning goals.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Careful, thorough and systematic teaching of early reading and writing skills ensures most children exceed the early learning goals by the end of their Reception year.
- Children achieve well because all staff encourage them to speak clearly and audibly.

### **Commentary**

48. The Nursery team gives children many varied and carefully planned opportunities to listen carefully, speak clearly and use an increasingly wide range of vocabulary. This encourages the children to use sentences and clear diction when they talk to adults and each other. All adults build effectively on these early experiences as children move into their Reception year. For instance, when children were sharing the story 'Dinosaur Roar' the teacher insisted on questions being answered clearly and audibly. Careful targeting of questions made children think about the meaning of the text. For example, a child said 'the tyrannosaurus is very hungry and very big' in response to a question about characteristics. Children achieve very well and standards already exceed those expected for most children of their age. Very good relationships ensure children are confident to talk to adults and ask questions. All adults listen carefully to the children and show real interest in what they say. This encourages children to listen carefully to each other and adults. The members of staff use resources, such as puppets, to encourage and increase children's interest in books. Children enjoy looking at books and recognise and read many words. Their writing is well formed and mostly consistent in size and many children sequence sentences to make simple stories.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- All members of staff use number effectively in all areas of learning to reinforce and extend children's knowledge.
- The use of a wide range of carefully planned practical activities ensures children develop a very good understanding of number.

### **Commentary**

49. The consistently good quality teaching ensures children in the Nursery and Reception classes have many opportunities to increase their confidence in using numbers. Many children enter the Nursery with secure skills in counting and recognising numbers. The Nursery team builds effectively on these early experiences to increase children's mathematical awareness and understanding. They quickly learn to understand the use of mathematical language in a range of situations. For example, children use positional language in physical education lessons. Members of the Reception team continue to develop and extend this learning. Careful and patient teaching helps children to recognise and make number patterns and identify simple symmetry. The practical work enables children to test their theories when they are learning to estimate. This gives them a firm base for future learning. All adults use number rhymes and songs to reinforce children's understanding and knowledge of number sequencing. This interests the children and makes learning fun. Members of staff encourage children to use computers to support their learning. This increases their understanding of shape and pattern as well as their keyboard and mouse control. Children achieve very well and most are likely to exceed the early learning goals by the time they enter Year 1.

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

Provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Teachers and support staff take every opportunity to enable children to ask questions and find things out for themselves.
- Children achieve well because of the stimulating practical work.

### **Commentary**

50. The nursery team give children plenty of opportunities to ask questions and increase their awareness of the world around them. Children achieve very well in understanding how change happens when plants and animals grow. Carefully planned activities, such as planting seeds, enable children to understand that all life needs water for survival. This very good rate of achievement continues as children move into the Reception classes. All children achieve well in using computers and have good skills. They are confident and use computers without adult support. The Reception team provide good quality opportunities for children to improve their knowledge and understanding. For example, the vet's surgery gives children an insight into how to care for animals as well as making them aware of the value of money. All members of staff encourage children to ask questions and give them chances to investigate natural and manufactured objects. This increases children's awareness of everyday objects around them. The use of pattern helps children to become aware of cultural diversity and of religions other than Christianity. This makes a positive contribution to their spiritual and cultural development. Most children are likely to exceed the early learning goals by the time they leave the Reception classes.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Teachers encourage children to evaluate their own and other's work.
- All children use their bodies well to move in different ways because of the skilful teaching.

### **Commentary**

51. The Foundation Stage team plan carefully to ensure that children's physical development in the nursery and reception classes is well supported. All adults use the indoor and outdoor areas to give children very good opportunities to increase their awareness of space and of themselves. Very careful teaching enables children to increase their awareness of how to move safely, and of the benefits of exercise. All teachers encourage children to talk about their own and each other's work and suggest how they could improve it. Children move carefully and safely amongst each other, indoors and outside, and develop well above average skills in movement control. Teachers use questions skilfully to enable children to discover and explain the effect of exercise on their bodies. For instance, they feel how rapidly their hearts beat immediately after exercise and remark on how it slows when they are still. The detailed records of children's achievement give a clear picture of progress and standards. All adults use these records to give a sharp focus that builds on children's previous skills. The Nursery and Reception children have ready access to spacious outside learning areas. These are currently in the process of further development to provide even better learning opportunities. Children have plenty of opportunities to use large construction equipment, increase their skills in shaping materials and to use tools such as pencils, scissors and brushes. Their skills in manipulating tools and materials are equally as good as their movement skills. Children achieve very well and most of them exceed the early learning goals in all aspects of their physical development.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Frequent art activities are well planned to support children's creative development.
- Resourcing for imaginative play is very good.

### **Commentary**

52. Children enjoy making music and achieve standards in singing that exceed those expected for most children of Reception age. The very effective and clear teaching of how to vary rhythm increases children's understanding of the use of their voices effectively. Songs and rhymes are regularly used to support children's language and mathematical development. Children explore how colours can be changed through mixing, select their own colours and using printing equipment effectively. They are carefully encouraged by adults and given time to produce work of quality. Work in the classrooms displays vivid and cheerful paintings as a daily activity. The provision of areas such as the vet's surgery increases children's imagination and increases their speaking skills through imaginative play as well as dramatic role-play. Children achieve very well and most of them exceed the early learning goals in all aspects of their creative development.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are well above average at the end of Year 2.
- A focus on standards in writing has led to improved achievement by pupils in Year 2.
- Teachers' subject knowledge is good.
- Pupils' attitudes to learning are consistently very good.

#### Commentary

53. Standards in speaking and listening and in reading are well above average at the end of Year 2 and Year 6. Standards in writing are well above average at the end of Year 2 and above average at the end of Year 6. This is similar to the results achieved by Years 2 and 6 in the 2003 national tests. The school has identified progress in writing from Year 3 to Year 6 as a priority, and has introduced some effective measures to raise standards. Early indications suggest these are enabling pupils to make faster progress. Standards in writing have already improved in Year 2 and have risen from above average standards in the 2002 national tests to well above average standards in the 2003 national tests.

54. Speaking and listening are strengths, with all pupils listening attentively to their teachers and to one another. The school has a strong reputation for its assemblies and productions. A sharing assembly about a recent field trip by Year 5 pupils was strikingly well presented. Pupils spoke confidently and audibly, and were able to convey the excitement and variety of their experiences to a large audience. In class pupils participate fully in discussions, and talk articulately about their work. They have a thirst for knowledge and enjoy new ideas. For example, Year 4 pupils delighted in coming up with alternative endings to Cinderella.

55. Pupils make rapid progress in reading, and are well supported at home in this. Their reading journals contain comments from pupils as well as parents and teachers. Most pupils are reading at levels well above their chronological age. They read with expression and are able to summarise a plot or comment on a character in the story. Older pupils make good use of the library to do independent research. The school is well resourced with books in classrooms and shared areas, and these are attractively displayed and easily accessible to pupils.

56. Standards in writing lag behind those in reading, although they are still above average. The school has taken active steps to address this and monitors progress closely, as well as providing training for teachers. Pupils who are at risk of falling behind are identified and targeted for extra support. The changes have only been introduced since September but early data suggests standards are rising as a result. Careful monitoring of teaching and learning ensures consistency in provision. Pupils write in different genres and for a variety of purposes. Many of the tasks are imaginative and challenging. For example, Year 6 pupils had to write an argument for or against cutting down trees to make paper. The teaching of handwriting is a strength. Work is neatly presented.

57. The quality of teaching and learning are good overall, and very good in Years 1 and 2. Teachers have good subject knowledge and plan work to match pupils' differing abilities. They expect pupils to behave well and work hard. Relationships are very good. Pupils' attitudes to work are consistently very good. They settle down quickly to tasks and concentrate well. In satisfactory lessons some work lacks sufficient challenge, and the pace is slow. Pupils achieve very well in Years 1 and 2. In Years 3 to 6 achievement is improving and is now good. This is because the focus on writing, and some very good teaching in Year 6, is enabling more pupils to achieve their full

potential. Marking shows pupils where they need to improve. All pupils have targets but they do not all know what they are.

58. The co-ordinator was appointed in September 2003. The subject is now well led and the focus is on raising standards in writing and to bringing consistency to teaching and learning. This is having a positive impact on pupils' achievement. Staff have received training and support. The co-ordinator is a model of good practice. There are now effective systems in place to monitor the level of progress and analyse the performance of particular groups of pupils.

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

59. There are strong links with other subjects, especially in religious education, history, design and technology and physical education. For example, Year 2 pupils wrote a factual report about their physical education lesson, while Year 6 pupils wrote out the rules for netball. Stories include historical facts. Year 5 pupils wrote poems inspired by their topic on the Aztecs. Computers are little used to support learning in this subject.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils leave the school attaining standards in mathematics well above the national average.
- Teaching is good throughout the school. Pupils achieve well.
- Pupils have very good attitudes to their work.
- Assessment procedures are very good and are used effectively to raise standards.
- The subject is very well led and managed.

### **Commentary**

60. The standards attained by Year 6 pupils in the 2003 national tests were above the national average. The pupils currently in Year 6 are attaining even higher standards that are well above those expected for their age, this represents good achievement. This is a very good improvement as standards in mathematics steadily declined from 1999 to 2002 and sank below the national average. Recent initiatives such as the whole-school focus on improving the provision and the consistently good teaching are significant factors in helping current pupils reach such high standards. They make good progress. In 2003 the pupils in Year 2 reached standards well above those found nationally and are on track to reach the same high standards this year and achieve well.

61. The quality of teaching is good overall, some of which is very good. It helps pupils learn at a fast rate. Teachers have very high expectations and set work designed to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work and behaviour at all times. This was clearly seen in a very good Year 6 lesson about percentages. Much useful discussion took place and the pupils listened intently to the teacher and also to each other. By the end of the lesson all pupils were calculating confidently the new price of an item that had been reduced in a sale. Teachers use support staff very well to help their pupils learn more effectively. Learning support assistants are given a clear role in each lesson and this maximises the impact they have on pupils' learning. They know the pupils well and make notes of what the pupils they are working with achieve. These notes are then shared with the teacher to help plan suitable future work.

62. Pupils respond well to the good teaching, are attentive in lessons and are keen to learn. They are proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete the work set for them. Their behaviour in lessons is very good



and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce good quality work.

63. The management team have put in place very useful assessment procedures that are used most successfully to help pupils reach their full potential. Although much of it is recent, the data collected is already showing how individual pupils are progressing and triggers action if they are not performing well enough. Test papers are analysed to identify areas of strength or concern. Planning of work is then adjusted to address any perceived problems. The data is also used to help set individual targets for pupils so that they know what they must do to improve.

64. The subject is very well led and managed by the two co-ordinators. Mathematics has been the first subject of a three-year plan aiming at raising achievement and standards. Last year the management team put in place a raft of new initiatives to drive up standards, as these had been a concern, particularly in Years 3 to 6. These initiatives included rigorous monitoring of teaching to improve delivery and providing a new scheme of work to support the national Numeracy Strategy more effectively and move teachers away from an over reliance on worksheets. This has proved effective in raising standards as has the grouping of pupils to ensure they are given work closely matched to their needs. This year they are letting the initiatives bed in and next year the provision will be evaluated to assess its impact.

65. There has been a good improvement in the provision since the last inspection. Standards are higher, pupils are now making good progress and the management is much improved.

### **Mathematics across the curriculum**

66. The pupils' skills in mathematics are often used in other subjects of the curriculum. When these links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and draw tables and graphs of their findings. The use of information and communication technology to support learning in mathematics is an area that remains underdeveloped.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils are now achieving well because of good teaching.
- Good plans are in place to promote scientific skills and understanding through investigational work.
- Too little use is made of information and communication technology to extend learning in science.

### **Commentary**

67. Standards in the 2003 national tests were average at the end of Year 6. This is an improvement, as standards were below or well below average between 2000 to 2002. A high proportion of pupils reached higher level at the end of Year 6. In comparison with similar schools, and in relation to pupils' prior attainment, standards are below average. This indicates that pupils are not yet achieving as well as they should. However, inspection findings show that standards are improving as a result of several initiatives that the school has put in place recently, such as a revised curriculum, rigorous monitoring of teaching and the appointment of a new co-ordinator. These are beginning to have a positive impact on pupils' achievement. Science has been identified as a priority area for 2004-2005 in the school improvement plan and the new co-ordinator has produced an effective action plan. Standards are above average in teacher assessment in Year 2. This is an improvement since the last inspection when standards were average.

68. Good teaching of investigative work and rigorous analysis of test results mean that standards in science are improving and pupils are achieving better. Pupils in Years 1 and 2 engage in ample investigations and predictions which they enjoy. This helps them to understand different scientific principles. In Years 3-6, pupils know about the need for a fair test and which variables can be changed. They study food chains and identify food webs and explore the impact of environmental change on habitats. Pupils use numeracy and literacy skills when they produce graphs showing the results of investigations or write about their observations and findings. Some carry out internet research in school and at home to further their scientific knowledge. This investigational approach provides first hand experience, allows pupils to work together and promotes scientific enquiry effectively.

69. Teaching is good. Teachers build upon previous learning and check understanding before introducing new aspects. Teachers explain what pupils are going to learn and tell them how long they have to complete their work, drawing the class together at intervals to share findings. Subject knowledge is good and there is sufficient use of scientific vocabulary. This means that pupils learn to use key words such as germination, food chain, predator, evaporation and carbohydrates and apply them in their work. Teachers' planning is very good and matches the needs of individuals very well. Lessons are well resourced. There is limited opportunity to use computers to assist learning in science, mainly because of inadequate resources in information and communication technology.

70. The new co-ordinator, appointed in September 2003, is an experienced science co-ordinator. There is a clear vision for the subject which are based on a good understanding of the strengths and weaknesses. The newly developed assessment system is satisfactory and is being used satisfactorily for checking pupil progress. The coordinator is clear about how to make assessment more effective and has begun to use the assessment outcome well for future planning. Marking in pupils' books does not always extend thinking or tell pupils how they can progress. The co-ordinator recognises this and is already discussing strategies for improvements with staff.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- An effective scheme of work is now in place and this guides planning well.
- Unreliability of equipment inhibits learning in some lessons.
- Procedures for assessing progress in the subject are not yet established.
- Information and communication technologies are not used enough in other subjects.

### **Commentary**

71. The last inspection found that standards in information and communication technology for Year 6 pupils were in line with national expectations. Standards are still average. Because of the problems with computer equipment, pupils have not had sufficient time or opportunities to develop their skills to a higher level.

72. The school has a major problem with the reliability of the computer equipment. In one lesson, frequent machine crashes had a negative effect on learning. Another lesson had to be abandoned, because the majority of computers would not run the software, even though the teacher had tried it out previously. Because of these technical problems the co-ordinator and the headteacher have clear plans to upgrade the systems in the near future.

73. By the end of Year 6, most pupils can navigate a word processing programme independently, modifying and editing text as they wish. They can enter data into a database and search for information. They know how to access information from the Internet. They can use a spreadsheet to draw graphs and to calculate lists of numbers. There were some occasions in numeracy and literacy lessons where pupils were able to use the computers in their work. By the

end of Year 2, pupils can create short pieces of text on the computer, change its appearance and add pictures.

74. Teaching is satisfactory overall. In those lessons where the computers work well, pupils learn well because good teaching ensures that they progress as fast as they can. Teachers have sound subject knowledge and know the programs they teach well. In one very good lesson, pupils were creating a poster, adding a border and inserting pictures. They enjoyed this a great deal and were learning very well from the tasks. Pupils with special educational needs and those with English as an additional language, also achieve well because they are well supported.

75. There is an appropriate scheme of work and subject policy to support teachers' planning. A capable subject leader has been appointed who has a clear vision for the subject. However, the subject leader has only been appointed recently and this good leadership has not yet had time to make an impact on standards. An assessment system has not yet been introduced for the subject. The subject leader gives advice and support to colleagues and has begun to keep the school abreast of new developments. Teaching has been formally monitored by the headteacher. Staff training is available and the majority of teachers are keen to use the technology. However, their best efforts are hampered by the technical difficulties.

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

76. Although some teachers use information and communication technology to support learning in other subjects, not all classes had computers in working order. On those occasions where computers were used for other subjects, it was only for word processing linked to literacy or to support pupils with special needs. Some aspects of the technology were also used in physical education, with performances being timed and recorded.

### **HUMANITIES**

77. Only one lesson was seen in geography and no lessons were seen in history. It is thus not possible to give an overall judgement about the provision. School plans were studied and pupils' work in books and the many attractive displays was looked at. Four lessons were seen in religious education.

78. In **geography**, teachers' planning and pupils' work indicate that the subject is taught appropriately. By the end of Year 2, pupils have a good knowledge of the local area, a contrasting area in Scotland and an area overseas, St Lucia. By the end of Year 6, pupils have a developing understanding of the water cycle, rivers, weather, mountain environments and life style in other countries. They hold strong views about pollution and the need to preserve the environment. Year 4 study the physical and social features of Rio de Janeiro and compare and contrast these with England. The residential visits for Years 5 and 6 enhance pupils' learning in geography.

79. In **history** there is a good use of timelines and this helps pupils to develop a good chronological understanding and an awareness of when events happened in relation to each other. Good historical enquiry skills are encouraged throughout the school and pupils are given many opportunities to use a range of sources to find out about a particular time or event. For example, in Year 2 pupils use a good range of photographs and other source material, some from home, to study the differences between holidays past and present. In Year 3 the pupils have thoroughly enjoyed finding out about the Romans in Britain and had an exciting day with two 'Roman' visitors to bring the subject alive. The pupils had made shields and used these to learn about defensive tactics in war, tried on Roman armour and learned about everyday events in the life of a soldier. By the time pupils reach Year 6 they have good skills to help them evaluate evidence and make well-informed comparisons between the past and the present. Their residential trip to France gives them further first hand opportunities to improve their knowledge and understanding of history by seeing the Bayeux Tapestry and visiting the allied landing beaches from the Second World War.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils' attitudes to learning are very good.
- There are good links with other subjects.
- Insufficient attention is paid to pupils' cultural and religious diversity.

### Commentary

80. Standards remain in line with the expectations of the locally agreed syllabus in Year 2 and Year 6. The spiritual content of lessons has improved and is now satisfactory. Achievement is satisfactory overall but in some classes is good. The quality of work is satisfactory. Overall there is little consistency but varies from class to class. The co-ordinator is also responsible for history and geography. Since taking responsibility for all three subjects in September, 2004 he has focused on history and geography. As a result, the RE policy and teaching and learning have not been improved as much as they might.

81. Teaching is satisfactory, but with some good elements. In two good lessons observed teachers had good subject knowledge and high expectations of what pupils could achieve. They designed tasks that were stimulating. For example Year 6 pupils designed a poster for a supply teacher leaving instructions about handling sacred texts. Discussions are often sensitively managed, and pupils are keen to take part. In some classes pupils' own values and beliefs are drawn on to enrich the work. Often this does not happen, and pupils' diverse cultural and religious experiences are not used effectively to enhance their learning.

82. There are strong links with other subjects including English, art, and design and technology. Year 4 pupils wrote newspaper articles about the resurrection of Jesus, while Year 1 pupils made striking stained glass windows. There are attractive displays inspired by Islamic art. Some parents and grandparents come to talk to the pupils about their faith, but there are few trips to places of worship.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Two lessons were seen in art and design and one lesson in design and technology. One lesson was observed in music and pupils were heard singing in assemblies and choir and performing in the orchestra and recorder groups. Teachers' plans were looked at and a video of the performance of 'Oliver' was watched. In addition teachers' planning and pupils' work, where available, were examined.

84. In **art and design**, it was not possible to see enough lessons to make a secure judgement about overall provision. However, evidence from the two lessons seen, pupils' sketchbooks and work around the school indicates that standards in two-dimensional artwork exceed expectations by the end of Year 2 and Year 6. This is an improvement since the previous inspection. Teachers ensure that pupils have opportunities to increase their observation skills and to develop their techniques. For example, pupils in the infant part of the school produce careful pencil sketches of plants and fruit, and show a good awareness of pattern. By Year 6, pupils are confident in their use of a range of media and translate sketches to larger pieces of paper. For instance, in one lesson pupils experimented with and used charcoal to produce carefully crafted landscapes. This work made a positive contribution to pupils' spiritual development as they discussed each other's achievements. Pupils' cultural awareness is promoted fairly effectively in art. For example, work on Islamic pattern increases pupils' understanding of non-western cultures and links effectively with religious education. The school encourages individual talents and further enriches pupils'

experiences through art exhibitions. Pupils show much interest in their artwork and talk enthusiastically about what they are doing.

85. In **design and technology**, it was only possible to see one lesson during the course of the inspection. Judgements, therefore, are based on evidence from work around the school and the collection of pupils' work. These show pupils have a secure understanding of how to plan, design, make and evaluate products. They take care over the finish of their products, such as the chairs done by Year 6, and suggest possible improvements. It is clear that teachers build on pupils' previous learning as they move through the school. For instance, pupils' attention to detail and their ability to put ideas into practice improves considerably in Years 5 and 6. All teachers make effective links with other subjects. This is particularly noticeable in the work on musical instruments in Year 5.

86. Evidence shows that all aspects of **music** are taught to pupils throughout the school. Pupils sing tunefully in assemblies and the video made in the summer of 'Oliver' shows pupils performing to a very high level. Many pupils, about a quarter of the school, learn to play instruments such as the flute, violin, cello, oboe, clarinet, saxophone, tabla, guitar and recorder with teachers, volunteer parents and visiting specialists. These pupils reach a good standard of performance as well as learning to read music using standard notation. Many have success in gaining national grade awards. The school choir gives pupils further opportunities to improve their musical knowledge and understanding. This is open to all pupils in Years 3 to 6 and they sing well and with great enjoyment. Pupils listen to music at the start and end of assemblies to improve their knowledge of the works of various composers and performers in styles of music from around the world. Having a dedicated music room with a suitable range of instruments for pupils to play has a positive impact on the provision. The room is, however, reaching the end of its useful life and is in need of renovation both inside and out. There are a number of musical events throughout the year for pupils and parents to enjoy. These include various concerts for instrumentalists, a Christmas concert, a leavers' concert and the annual production.

## **PHYSICAL EDUCATION**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- The subject is well managed by the co-ordinator.
- Teaching is good overall.
- Pupils achieve well in the subject.
- Resources are limited and not easily available in one hall.

### **Commentary**

87. Standards overall are in line with the national average. This is the same as the last inspection. However, in some lessons, standards were above average. There is coverage of all areas of activity, but only lessons in gymnastics, athletics and games were seen during the inspection. Pupils have opportunities to participate in an appropriate range of physical activities, including gymnastics, games, swimming, dance and athletics. All children, including those with special educational needs or English as an additional language, make good progress throughout the school as a result of good teaching.

88. The quality of teaching seen is good overall, with one excellent lesson being seen. Teachers' subject knowledge and confidence is good. They plan a range of activities that meet the National Curriculum requirements and enable pupils to develop their physical skills. Time was used well and all pupils were fully occupied through the lesson. Pupils were generally appropriately dressed for lessons. The lessons were always started with a warm up session, and teachers questioned pupils on the effect exercise was having on their bodies. In the one excellent lesson, the challenging questioning by the teacher encouraged pupils to give of their best. By the end of the lesson, they were all working well above the standard for their age, using care and precision.

89. Pupils' attitudes towards the subject are positive, and their behaviour is good. They listen to instructions and respond to teachers' suggestions on how to improve their work. During lessons, they work well with partners and in collaborative groups. However, a minority of pupils in some lessons would not take their lessons seriously or work well. These problems were generally managed effectively by their teachers.

90. Facilities for the subject are satisfactory overall. The school makes good use of both of its halls, the field and outdoor areas. There is a satisfactory range of equipment to enable development in the subject, including large and small apparatus for gymnastics, bats, balls and similar games resources. However, in one hall, there were insufficient mats for them to be used in gymnastics. Furniture was piled up in front of the large apparatus, making it hard to access.

91. The subject is managed well by the co-ordinator who has very good subject knowledge and provides a powerful role model. There is a subject policy and suitable scheme of work in place. A good range of after-school activities, such as the football and netball clubs, contribute well to pupils' enjoyment of the subject.

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

92. Only one lesson was seen in this area and, therefore, no judgements are made about overall provision. Personal, social and health education and citizenship are taught through a clear programme of study and this helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school. The programme includes raising awareness of the benefits and misuse of drugs. Pupils' understanding of alcohol, tobacco and drug misuse is also extended through lessons in science. They are encouraged to become independent thinkers, take full part in the school council and grow up to be confident learners. Many activities, such as presenting their work in the assemblies and the work for school council enhance pupils' understanding of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<b>Grade</b>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	