

## INSPECTION REPORT

### **WOODLAND VIEW PRIMARY SCHOOL**

Grange Park, Northampton

LEA area: Northamptonshire

Unique reference number: 133550

Headteacher: Mr M Thomas

Lead inspector: Mr G R Logan

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> March 2004

Inspection number: 256241

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:	257
School address:	School Lane Quintonside Grange Park Northampton
Postcode:	NN4 5FZ
Telephone number:	01604 765037
Fax number:	01604 667230
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Wesson
Date of previous inspection:	No previous inspection – new school.

## CHARACTERISTICS OF THE SCHOOL

Woodland View Primary School opened in September 2002 to serve a new housing development at Grange Park, Northampton. Many pupils have joined the school having started their education elsewhere, and with diverse prior experiences. While there is a small amount of social housing in the area, the majority of pupils come from more advantaged backgrounds. There are 257 pupils at present and the school is of similar size to many primary schools. Pupils are predominantly from White European backgrounds, with around seven per cent of pupils of mixed-race or British-Indian heritage. One pupil is learning to speak English as an additional language. An average proportion of pupils (19 per cent) have special educational needs. Three of these have statements. There has been a significant inflow of pupils in the five terms since the school opened, with few pupils leaving. It is not possible to judge typical levels of mobility in that context. No pupils receive free school meals - well below the national average (19 per cent). The profile of pupils' attainment when they enter the school is around the average, on the evidence so far available. Although the school's intake number is set at 45 pupils per year, pressure on places means that current commitments significantly exceed that figure.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G R Logan	Lead inspector	Mathematics Information and communication technology Music
9411	Mrs R Last	Lay inspector	
21816	Mrs B Thomas	Team Inspector	English Geography History Religious education English as an additional language
1189	Mrs S Brown	Team inspector	Science Art and design Physical education Areas of learning in the Foundation Stage
22805	Mrs J Greer	Team inspector	Design and technology Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school.** The ethos is very good. Standards are above average for the current Year 6. Older pupils achieve well as a result of good teaching. The school very successfully includes all pupils and meets their needs well. The headteacher and governors have a clear vision for the school and work very effectively to ensure that there is a challenging agenda for further improvement. The school provides good value for money.

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

- Standards in Year 6 are above average and most pupils, once settled in the school, achieve well. Pupils with special educational needs and those few with English as an additional language receive very good support.
- Foundation Stage provision is very good.
- Standards in mathematics in Years 1 and 2 are below average. The leadership of the subject is not as effective as it should be.
- Pupils have good attitudes to learning, behave well and are enthusiastic. Their personal development is very good. Relationships are very good.
- The curriculum is good. Extra-curricular provision is very good. The oldest pupils are well-prepared for the next stage of their education.
- Pupils are cared for very well. The school is highly skilled at integrating new pupils effectively.
- The partnership between the school and its parents is good.
- The leadership of the headteacher is very good. His deputy is a highly effective practitioner.
- The quality of the accommodation is excellent. The specialist teaching areas significantly enhance pupils' learning.
- Teachers do not have sufficiently high expectations of pupils' handwriting or of the presentation of pupils' work.
- Providing for the wide range of aptitude and maturity in the Year 1 and 2 classes represents a significant challenge.

The school has made very good progress since it opened in 2002. Pupil numbers have grown rapidly and the school has been adept at integrating new pupils and staff. Pupils have had widely varying experiences in their earlier education. The school functions very efficiently and has achieved an impressive cohesion within a very short period.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	B	D
Mathematics	n/a	n/a	C	E
Science	n/a	n/a	A	B

**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.*

*\* The figures above reflect the attainment of a small group of pupils who had been in the school for only six months and are not necessarily representative of the current situation. Prior attainment grades have limited reliability in this instance.*

Children in Reception are well on the way to achieving the goals set for them. Many will exceed the expected level by the end of the Foundation Stage. Standards in Year 2 are average in English and science and below average in mathematics. Standards in Year 6 are above average in English, mathematics and science. Standards are above average in several non-core subjects.

**Pupils achieve well overall.** However, older pupils at present achieve better than the younger because of more dynamic teaching. Those with special educational needs achieve well because of the very good support they receive.

**Pupils' attitudes, values and other personal qualities are good.** These factors contribute positively to their learning. Their **spiritual, moral, social and cultural development is very good.** Relationships are very good; behaviour is good. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

The quality of education provided is **good. Teaching is good overall**, but best in the Foundation Stage and in Year 6. Teaching in the juniors is more effective than in the infants, where the need to cope with two year groups with a wide range of age and maturity and prior experiences is particularly challenging. Overall pupils make good progress, but this is best in the Foundation Stage and in Years 5 and 6. Teachers have very good relationships with their pupils. Expectations are high in most classes. Assessment procedures are good and are used with increasing effectiveness. Pupils are learning to evaluate their work accurately. They have a mature approach overall and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs and with English as an additional language is very effective. Learning support staff are effective. The curriculum is good and provides a broad range of experiences. Extra-curricular opportunities are very good. Pupils receive very good care and support. Excellent induction procedures help the older arrivals to settle quickly. Child protection procedures are good. Provision for pupils' personal, social and health education is very good. The school has a good partnership with parents. Links with other schools are good. The school is at the heart of the emerging community; community links are good.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good.** The headteacher has worked very effectively to plan and establish the school. In spite of many unpredictable factors, he has, together with his very able deputy, provided very clear leadership and established an effective team and a thriving community. The school evaluates its work thoroughly and makes increasing use of available data. Governors manage the school very efficiently. Statutory requirements are met. School administration is very efficient.

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

Parents are very happy with the school. They are pleased that it is functioning so efficiently, that their children are cared for well and are doing well. Pupils are very happy in school. They enjoy lessons. Although many are recent arrivals, they feel secure knowing that adults are readily available to help them if problems arise.

## **IMPROVEMENTS NEEDED**

The school has made very good progress in the short time since it opened. It should now attend to these points for improvement:

- Raise standards, particularly in mathematics, in Years 1 and 2. Increase the effectiveness of teaching in that phase so that pupils' achievement is more consistent.
- Improve standards of handwriting across the school. Ensure that teachers have higher expectations of the presentation of pupils' work.

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

### **STANDARDS ACHIEVED BY PUPILS**

Pupils' achievement is **good** overall. Currently, standards are above average in English, mathematics and science by the end of Year 6.

### **Main strengths and weaknesses**

- Foundation Stage provision is very good.
- Standards in mathematics are below average in the infant classes.
- Standards are above those normally found in several non-core subjects. Standards in music, for example, are a significant strength.
- The school has done well to integrate many pupils from diverse backgrounds and educational experiences.
- Support for pupils with special educational needs is very good; they make very good progress.
- Pupils make good progress overall, though progress is inconsistent across the school.

### **Commentary**

1. Since it opened in September 2002, the school has had a steady inflow of pupils in all year groups, as new housing has been occupied. Classes have been added, and new staff have joined, on a termly basis. The diversity of the intake and the wide range of prior experience of the pupils have been significant challenges – and these have been tackled with considerable success.
2. The National test results in 2003, while commendable (showing well above average standards at Year 2 and above average standards overall at Year 6) reflected the work of small groups of pupils who had been in the school for around six months, and some for less time than that. In the circumstances, these figures do not provide a secure basis for predicting current standards. The cohorts of pupils in each year group have changed constantly as new pupils arrived. In most year groups there is a very wide range of attainment and potential. The current Year 6 group is significantly stronger than most other year groups in the juniors. Several pupils with special educational needs and lower prior attainment, for example, have joined Year 3 recently. The overall profile of what was a very successful Year 2 cohort in 2003 has changed dramatically as a result.
3. The school has set up tracking systems to measure pupils' progress. While the school feels that pupils are achieving well, the data-trail remains embryonic for many pupils, either because they have joined the school recently, or because previous school records cannot be obtained.
4. Inspection evidence indicates that, overall, pupils are achieving well, but this varies from class to class. Progress is best in the Foundation Stage and in Years 5 and 6, where the teaching is strongest, but more variable in other year groups. For some staff, managing the very demanding spread of age, maturity and prior attainment in the Year 1 and 2 classes is a considerable challenge and this affects the progress made. In mathematics, for example, progress is only just satisfactory.
5. Attainment on entry to the school is average for most year groups, but with wide variation within year groups. An average proportion of pupils have significant levels of special educational need; very few, however, have English as an additional language.
6. Although there was some minor gender imbalance in performance in the 2003 tests, these figures have little relevance to the current situation and there was no indication during the inspection that this is a significant issue at present. Boys and girls are making similar rates of progress. Achievement for pupils with special educational needs is very good, because of the very good support they receive and work that is well-planned to meet their needs. The few



pupils with English as an additional language make very good progress in their oral skills, on the limited evidence available.

- The school is beginning to provide for the needs of pupils identified as gifted or talented, though this is more evident in sport and the creative arts than in mainstream academic subjects.

### Foundation Stage

- Foundation Stage provision is very good. Pre-school experience has been limited for some children, though most have been well-prepared for entry to school. They benefit from very good induction procedures and settle well into school routines. Good teaching and very good planning and assessment procedures ensure that children make good progress and achieve well. Most children in the current group are likely to achieve the Early Learning Goals in all areas. Provision in personal and social education is particularly good and almost all children are making very good progress in that area.

### Years 1 and 2

- Inspection evidence suggests that standards by the end of Year 2 in 2004 are likely to be average in reading, writing and science and below average in mathematics. This is lower than the standards achieved in 2003, but reflects the overall profile of the current group, which has fewer able pupils. Standards are above average in several of the non-core subjects where evidence was available. At present, standards are constrained to some extent by the difficulties of providing for the needs of a diverse group of pupils within the mixed-year classes. Weaknesses in the management of the whole-school project in the autumn term have contributed to the lower standards evident in mathematics. Underlying literacy and numeracy skills are satisfactory and these are used adequately in subjects across the curriculum. Pupils' speaking skills are developed effectively.

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

Standards in:	School results	National results
Reading	17.1 (n/a)	15.7 (15.8)
Writing	16.2 (n/a)	14.6 (14.4)
Mathematics	18.4 (n/a)	16.3 (16.5)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

### Years 3 - 6

- Currently, attainment in Year 6 is above average in English, mathematics and science. This suggests a similar picture to 2003, reflecting an able cohort of pupils. Not all year groups in the juniors have the same potential. Standards are above average in almost all of the non-core subjects. Standards in information and communication technology (ICT) are not as strong as for younger year groups, because of the widely-varying skill base of the pupils on entry and the time needed to achieve consistency of attainment. Pupils achieve well overall across the curriculum, though this is best in Years 5 and 6, where expectations are high and the teaching is most effective. The school is likely to achieve its targets in Year 6 in the current year.

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

Standards in:	School results	National results
English	27.9 (n/a)	26.8 (27.0)
Mathematics	27.4 (n/a)	26.8 (26.7)
Science	30.9 (n/a)	28.6 (28.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

11. Pupils' literacy skills are good and promoted well across the curriculum. Numeracy skills are satisfactory, reflecting the weaker leadership and lower profile of mathematics generally in the school. In science, practical and investigative activities are becoming better-established and this is helping to raise standards. Pupils' skills in ICT are improving rapidly. Staff are very competent users of ICT and this underpins the good progress. There is good planned cross-curricular use of ICT.

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

Attendance and punctuality are **very good**. Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **very good**, as is the quality of their relationships.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and arrive in good time.
- Very good provision for pupils' spiritual, moral, social and cultural development leads to very good relationships and very good social awareness.
- Pupils' good attitudes and behaviour contribute to the positive learning environment.

### **Commentary**

12. Pupils' positive attitudes support their learning well. They like school and are willing to work hard. From the Reception classes to Year 6, positive attitudes are nurtured well and pupils take full advantage of what the school offers. Most children in Reception exceed the level expected in their personal and social development by the end of the Reception year. Pupils are happy to talk about their life and work in school, readily giving details about the many things, such as friends, music and sport, that they enjoy.
13. Behaviour in and around the school is good overall. In lessons it is often very good, enabling learning to take place unhindered. Staff have high expectations for behaviour and pupils respond well to these expectations. The school has a range of good strategies to combat any anti-social behaviour and harassment. Pupils generally get on well with each other and bullying is rarely an issue. If it does occur pupils are confident that it will be dealt with. No pupil has been excluded since the school opened.
14. The quality of relationships between pupils and between pupils and adults is very good. New pupils are helped to settle quickly and happily through the very supportive relationships which exist across the school. Working in this cohesive community enables all pupils to learn and achieve effectively. Pupils of all ages play together amicably and socially at lunch and break. They value friendships highly. Staff promote tolerance, concern and sensitivity towards others very well. They consistently boost pupils' self-esteem and self-belief, so that pupils are prepared to tackle new areas of learning with confidence. Pupils of all ages respond well to opportunities to take on responsibilities for a wide range of tasks.
15. Pupils' spiritual, moral, social and cultural development is very good. They have a sense of awe and wonder in relation to the natural world and the spirituality of the world is captured and re-iterated in assemblies and religious education. The local churches make a valuable contribution to this. Pupils value fair play and talk openly and with thoughtfulness about moral dilemmas. Their understanding of their own rich culture is very good. They have a very good understanding of their place in the world and are learning about, and developing respect for, the beliefs of others through effective multicultural provision. Their social skills are developing very well and they are growing into responsible citizens. They are keen to contribute to the school community and make sensible suggestions about improvements when they are consulted. Well planned assemblies and circle time play an important part in pupils' self development, with time provided for reflection and questions.

### Attendance in the latest complete reporting year 2002-2003

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

16. The school promotes good attendance effectively. Parents respond to this very well and the resulting attendance rates are well above those in many primary schools, with little unauthorised absence. The school gates are closed promptly and late arrivals are meticulously recorded. Consequently, parents and children make every effort to arrive on time. There is very little lateness.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum is **good**, with very good extra-curricular provision.

#### Teaching and learning

Teaching is **good** overall. In the most effective lessons, expectations are high, pupils are challenged well and learning proceeds at a brisk pace. Teachers make effective use of assessment information to plan future work, particularly in the Foundation Stage.

#### Main strengths and weaknesses

- Where teaching is best, pupils make good progress and achieve well.
- Pupils' good attitudes contribute strongly to the good learning seen.
- Teachers' use of assessment information to plan future work is good overall. Lessons are planned effectively to meet pupils' needs.
- Teaching assistants support pupils with special educational needs very well.
- Pupils are encouraged to evaluate their own work and to become independent learners.

#### Commentary

17. Since the school opened, the number of staff has grown steadily as pupil enrolment has increased. This is beginning to stabilise and the current team is purposeful and highly committed, although the majority are at an early stage in their careers. Although there is some variability, the overall quality of teaching is good at present.

#### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	12 (29%)	19 (46%)	8 (20%)	0 (0%)	0 (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.

18. Foundation Stage staff have a very good understanding of the areas of learning and work well in partnership with parents to enable children to learn well. The overall quality of teaching and learning is good with some very good lessons observed. Other adults provide very good support. Lessons are well prepared and planning is very good, taking very good account of individual needs. Staff have worked hard to achieve a good balance between activities selected by the children and those which are adult-directed and this approach is now working well.

Relationships are very good. Children's progress is carefully assessed and recorded. Assessment systems are thorough.

19. In the main school, teaching is good overall. However, there are variations across the school. The strongest teaching and the best achievement was seen in Years 5 and 6. Here, all teaching observed was good or better, while more than half was very good or excellent. In these years, pupils are challenged very well – and respond very positively to this approach. The teaching is rigorous and thorough and motivates pupils particularly well. Two excellent lessons were observed, both in Year 6, including an impressive, moving and motivating lesson in religious education. The level of challenge is least good in Years 1 and 2, where teaching is satisfactory overall (though still with some good lessons). To an extent this reflects the lack of a strong role model at that level. Primarily, however, it underlines the significant challenge of providing adequately for the considerable diversity of age, aptitude, maturity and prior experience in the two-year cohorts in that phase. Pupils in Years 1 and 2 are not making as much progress as those further up the school.
20. Pupils have entered the school with a diversity of early experiences. The school encourages them to be self-sufficient in their learning and to develop independence. Teachers question pupils well and in the best lessons encourage them to think strategically, to devise ways of approaching a problem which can be applied, or creatively adapted, on other occasions. This approach was used well, for example, in mathematics lessons in Years 5 and 6. Planning is very thorough across the school and well-focused on individual needs, although on occasion the implementation of planned activities is less successful.
21. Pupils with special educational needs are well taught both in lessons and when they are withdrawn. Assessment structures are good and detailed individual education plans are drawn up, outlining the intervention needed. Work is well matched to pupils' needs and basic skills are taught effectively. Classroom assistants give good support throughout the school. They are well briefed and know the pupils really well. Their positive manner encourages pupils to persevere and this makes a significant contribution to their learning. The school has developed good links with outside agencies for additional support and advice. The very few pupils with English as an additional language are similarly supported and, on the limited evidence available, make very good progress.
22. Teachers' methods are chosen well to assist pupils in gaining knowledge and developing understanding. There is, for example, a high level of first-hand learning in music and in history and geography, which are well-supported by visits and visitors. Staff are making very effective use of ICT in planning and presenting their lessons and this provides a very good example for pupils. The school has developed very good planning structures with plenty of guidance for staff to draw on. Staff are working to identify curriculum links between subjects. Very good links have been made, for example, between ICT units and other subjects, although there is further work to be done. Clear objectives are set for learning. These are frequently referred to in lessons. Good use overall is made of assessment to support the planning of work which is appropriately matched to pupils' needs and capabilities. Pupils are often given helpful comments when their work is marked, to help them improve their future work, although the quality of comments and rigour of marking is variable across the school. Pupils are increasingly encouraged to evaluate their own work and that of others. This was evident in several lessons in physical education and English and could be applied in other subjects.
23. Teachers make increasingly good use of data to track pupils' progress and identify areas of weakness. Progress is effectively tracked in writing and numeracy every half term, and this helps with target-setting. Individual targets are set in English and mathematics and pupils appear to have a good knowledge of these. Outline assessment procedures are in place for most non-core subjects. The use of homework to support pupils' achievement is satisfactory.

## The curriculum

The curriculum is **very good**. There are very good opportunities for enrichment in the arts and sport and through visits and visitors to school. The accommodation is excellent; resources are very good.

## Main strengths and weaknesses

- The recent whole school multi-cultural, multi-disciplinary project has been an enriching experience for pupils.
- Provision for pupils with special educational needs is very good.
- There is a very good range of club activities for pupils in the juniors.
- There are few clubs for pupils in infant classes.

## Commentary

24. From the outset the school has achieved a broad and balanced curriculum for all pupils. The Foundation Stage curriculum is very good. A particularly good feature is the retention of aspects of the Foundation Stage approach in the early months of Year 1 so that pupils make an easy transition to more formal learning. Schemes of work are in place for all subjects. These have been appropriately adapted from national guidelines. The focus is now on building planned links between subjects so that English, mathematics and ICT are used more effectively to extend learning across the curriculum.
25. The whole-school World Music project which focused on the arts was a particularly rich experience for pupils, drawing on many outside experts including artists, musicians, dancers and storytellers. Similar projects may become a regular feature of the extended curriculum.
26. There are regular visits to local places of interest to support learning, such as the Ashmolean Museum, RAF Cosford, Sulgrave Manor and Shakespeare 4 Kidz. Residential visits are arranged to locations in Britain and Europe. There are very good extra-curricular opportunities for junior pupils, including a wide range of sports and musical activities, art and craft, cooking and gardening, some of which are run by teachers and some by private organisations. Few extra-curricular opportunities, however, are open to younger pupils.
27. Pupils with special educational needs are supported very well in lessons and during withdrawal sessions. Their needs are set out clearly in individual education plans that are well prepared with measurable targets. There are good procedures for identifying pupils with special educational needs. Care is taken to ensure that any pupils who are withdrawn from lessons for support or music tuition do not always miss the same lessons. Although the school is beginning to identify pupils with special gifts and talents, they are at an early stage of providing extension and enrichment tasks to challenge them effectively in academic subjects. The very few pupils with English as an additional language are supported very well, mainly by classroom support staff, and the curriculum is modified appropriately to take account of their needs.
28. There is a good match of teachers and assistants for the present number of pupils. Teachers have a good range of specialisms between them, although their experience as teachers is relatively limited. Learning support assistants for pupils with special educational needs are very experienced and effective. Classroom assistants receive appropriate training within school and liaise well with each other and class teachers.
29. The accommodation is excellent. Classrooms have attractive displays of pupils' work and reference information. Storage facilities are good. Good specialist rooms are available for music, art and ICT. There are generous outdoor hard and grassed play areas, which will be further enhanced when newly planted shrubs and trees have matured. Plans to make the hard areas more attractive and to encourage imaginative play are well-advanced. Resources for the planned curriculum are very good. Accommodation for children in the Foundation Stage is excellent; resources are very good.

## Care, guidance and support

Provision for the care, welfare, health and safety of pupils is **very good** and the quality of support, advice and guidance available to them is **good**. Pupils are involved well in the life of the school. Their suggestions and ideas are valued.

## Main strengths and weaknesses

- Induction arrangements for pupils on joining the school are excellent, enabling them to settle quickly and happily.
- Very good care is taken of the pupils.
- Pupils are fully involved in the life of the school; their ideas and suggestions are respected.
- All pupils, including those with special educational needs, are supported well.
- Guidance to pupils on how to improve their work is good overall.

## Commentary

30. New pupils settle quickly and happily into school life as a result of the excellent arrangements for inducting new pupils. This is a significant achievement for the school as new pupils have been arriving constantly since the school opened.
31. The quality of relationships between staff and pupils is very good. This is evident in the mutual respect seen in interactions across the school. The headteacher has had recent training in child protection and briefs his staff very well. Health and safety matters are given a high priority, with the governing body fully involved. Their very able work on the draft policy is one instance of this. All staff are committed to making the school as safe an environment as possible. Lunchtime staff are competent at supervising the pupils and the occasional accident is dealt with very well.
32. Pupils have a good idea of how to get better and understand what they are expected to achieve, especially in English and science. Understanding of what they need to do to improve their learning is also good in mathematics in the juniors, but in Years 1 and 2 this knowledge is less secure. Year 6 pupils are able to state at which level they are working, what they aim to achieve in the national tests and what they have to do to attain this. In some subjects, such as physical education, there are good opportunities for pupils to evaluate their own performance and that of others. Pupils with special educational needs and those for whom English is not their home language are supported well in the school and consequently achieve well.
33. Pupils are successfully involved in the life of the school with their views being sought both formally and informally. They express their views responsibly and the staff treat their comments with respect. The *Playground Partnership* grew out of one such consultation. Pupils can see that improvements have been made following discussion of their ideas and suggestions and this contributes to pupils feeling valued members of the school community.

## Partnership with parents, other schools and the community

The school's links with parents and the community are **good**. There are **good** links being built with other schools.

## Main strengths and weaknesses

- Parents are overwhelmingly positive in their views of the school.
- Communication with parents and carers is good.
- Parents support children's learning well.
- The school is building successful links with the community.
- Good links with other schools are being developed, although these are not yet fully effective.

## Commentary

34. Parents value what this new school offers and achieves. They are particularly pleased with the way in which their children settle down and become a valued part of the school community. They appreciate the caring inclusive ethos and are supportive of its values.
35. There is a small core of regular parent helpers and members of the community who work in the school. For instance, the daunting task of entering all of the library books on a database has just been completed by a group of volunteers. This will support the curriculum and pupils' personal development; the pupils can find books more easily, staff are able to know what books are available and the teaching of library and ICT skills can be enhanced by using the system. For all those who help in the school, there are useful guidelines. The school greatly values the parental support given both at home and in school, and which has a positive effect on pupils' progress.
36. The school effectively communicates both orally and in writing with parents and carers. In January the school consulted parents over a wide range of topics and half of them replied. The school carefully analysed the responses which sometimes involved long comments. There was an overall 95 per cent satisfaction rate. The inspectors' evidence found no significant areas of dissatisfaction and confirms the positive findings of this questionnaire. A few parents think that the amount of homework is too little or too much, but the inspectors found that the amount was appropriate. Most parents believe the school listens to them and their views are taken into account. They are happy to approach staff to ask for information and help.
37. Written information is also good, with some very good features. There is a wide range of publications which give up-to-date news of events and curriculum matters. The booklet given to parents before their children start Reception is useful as it gives ways of preparing children for school to help them to settle happily. Booklets and newsletters keep parents up-to-date, provide curriculum information and outline ways in which they can support children's learning. Parents appreciate the end of year reports, which include individual targets for improvement. A small number of parents would like further information about their child's progress in terms of how well their child is doing in relation to others nationally.
38. The school is proactive in building productive links with the community. Until recently, the school acted as the community centre for the new estate. As a new school, traditions are being laid down, such as the Summer Garden Party, which attract and involve the whole community. The Friends of Woodland View are active in fundraising, running social events and raising the profile of the school. Members of the community, such as representatives from local churches, visit the school. These links are developing well.
39. Good links are being developed with other schools, particularly with the local secondary sports college and a cluster of local primary schools. These will enable Woodland View to share expertise in curriculum and other areas. Transfer arrangements to the sports college are in place and are satisfactory. A Bridging Unit has been established, where work started in Year 6 is completed in the secondary school. There are good links with the Breakfast and After-School Club, formerly based in the school, but now sited in the adjacent Community Centre.

## LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good**. Management and governance are **very good**. The headteacher is ably supported by a highly skilled deputy headteacher. With the support of a committed and increasingly effective governing body they are developing a highly inclusive school.

### Main strengths and weaknesses.

- The headteacher provides very good leadership, with a very clear vision for the school.
- The deputy head is a very good role model for staff. Her leadership of English is excellent.
- Very good emphasis has been placed on developing the school as a community.

- The deployment of support staff is very good; they are highly effective in support of pupils with special educational needs and those whose home language is not English.
- Governors are fully involved and informed, with very good awareness of the school's strengths and weaknesses.
- Financial planning is well-managed. General administration is very good.
- The co-ordination of mathematics is an area for development.

## Commentary

40. The headteacher provides very good leadership that motivates colleagues and enables the school to effect improvement at a good pace. A shared vision and high expectations provide a firm steer to the school's work and good teaching overall ensures that pupils achieve well. A very positive start has been made since the school opened.
41. The headteacher leads the school with the full support and confidence of the governors. Underpinning the work of the school is the headteacher's very clear sense of purpose and the drive given to 'Educating the whole child'. The school is highly inclusive and effective policies are beginning to ensure that the needs of all pupils are being met. All statutory requirements are met.
42. The very good leadership of the headteacher has led to the successful establishment of a staff team who are fully committed to making good provision for the all-round development of pupils. In close partnership with his very able deputy headteacher he has created a positive, purposeful ethos. Her leadership and management of English are excellent and she provides an excellent role-model for other staff. Together they are committed to training the members of the recently formed middle management as team leaders in the performance management process. Monitoring has been effectively carried out by the headteacher and deputy. They have identified where marking was inconsistent and the need to develop more formal assessment procedures in foundation subjects. Monitoring is also clearly linked to setting targets for staff that are related to performance management. However, the management of mathematics is in need of improvement, in order to raise standards and achievement. There are very effective systems to support staff new to the school. Target setting is firmly established in English and mathematics; however, the school is considering the potential for target setting in other subjects.
43. This is an inclusive school where all pupils are valued. The monitoring and assessing of pupils' attainment and progress has been crucial to the provision of appropriate teaching and support for individuals and groups. The leadership of the work for pupils with special educational needs and pupils whose home language is not English is very good, ensuring that these pupils are well supported through the very good work of the support staff.
44. The management of the school is very good. There are effective procedures in place to enable the school to run smoothly on a day-to-day basis. There are effective strategies for evaluating how well the school is doing in order to plan for the future. The Administrative Officer and Administrative Assistant provide very effective administrative and financial support. However, office staff are challenged to cover the current workload within the time available.
45. The governance of the school is very good. The newly appointed Chair of Governors is beginning to give a very good direction to the work of the governing body. They share a common purpose that puts children's achievement and welfare first. Governors are well aware of the school's strengths and weaknesses and act as a critical friend. They have been fully involved in planning and prioritising issues in the Creation Plan and are now involved with developing the school's first School Improvement Plan. They have a very good understanding of the work of the school through regular reports by the headteacher and co-ordinators and through personal visits to see at first hand what is going on in their subject area.
46. The teaching assistants support teachers very well. There is a very good team spirit amongst the staff, although their overall level of experience in the profession is relatively low. Staff make a very positive contribution to pupils' learning and development and there is a shared



commitment to ensure that the pupils succeed. Provision for the professional development of staff is very good.

**Financial information for the period September 2002 to March 2003 \*\***

Income and expenditure (£)		Balances (£)	
Total income	289,051	Balance from previous year	n/a
Total expenditure	275,755	Balance carried forward to the next	13,296
Expenditure per pupil	n/a		

47. The governing body manages school funds well. Governors are increasingly rigorous in evaluating the effectiveness of spending decisions. Principles of best value are well understood and applied and efficient systems are in place to ensure that the school gains value for money. Financial and general administration in the school is currently very efficient. The school meets the needs of its pupils well and currently provides **good** value for money.

*\*\* The income and expenditure shown cover only part of the school's first year, with constantly increasing enrolment and many exceptional items of expenditure. It does not provide a reliable indication of likely spending patterns as the school becomes established.*

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

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

Provision in the Foundation Stage is **very good**. Children receive a very good start to their education in the Foundation Stage. Teaching is consistently good and often very good. Children benefit from a very good, well-planned curriculum. There is a good balance between self-selected and adult directed activities, with a strong emphasis on the development of literacy skills. The leadership and management of the Foundation Stage are very good. Very good support from other adults makes a valuable contribution to children's learning. Good assessment procedures are used well to plan the next stages of learning. Children are prepared well to transfer to Year 1.

Children enter the Reception classes in the September of the year in which they will be five. There are currently 48 children in the Foundation Stage. At present there are no children identified with special educational needs and no children for whom English is an additional language. Very good induction procedures ease the transition from home to school and establish good links with parents, who are very positive about the start children receive to their education. Pre-school experience for a number of children is limited. Attainment on entry is broadly average. Progress is good in all areas of learning and in their personal, social and emotional development children make very good progress. They are likely to achieve all the Early Learning Goals; the majority will exceed these by the time they enter Year 1.

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

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

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

- Teaching is consistently very good and children achieve very well.
- Classroom routines are very well established.
- Every opportunity is taken to enhance children's development.
- Personal, social and emotional development is integral to all class activities.

#### **Commentary**

48. Children enter the school with the expected range of skills in personal, social and emotional development. These skills develop very well within the Reception classes and progress is rapid as a result of the very well planned curriculum, very good teaching, excellent relationships and very high expectations of behaviour. Children quickly learn classroom routines. They listen carefully to instructions and participate enthusiastically in all class activities. Adults provide good role models for children, demonstrating a calm but rigorous approach to work. Children are happy to come to school and eager to learn. They are encouraged to share, take turns and put up their hands when responding to questions. They are expected to take responsibility for clearing their workspace at the end of the activities and show a good level of independence when doing so. Most children are likely to exceed the Early Learning Goals in this area of learning.

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

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

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

- Teaching and learning are consistently good.
- Children achieve well overall, but particularly well in speaking and listening.

## Commentary

49. Attainment is average when children start in the Foundation Stage. They achieve well and make good progress as a result of very well planned activities. Very good relationships with teaching and support staff enable children to settle quickly. They listen well, follow instructions carefully and are confident when speaking to adults and other children. They are given good opportunities to develop an appreciation of books, which they take home daily. Home-school reading diaries reflect the good support most children receive at home. Most children know a good number of initial sounds and a significant number are reading the early books in the reading scheme. There are many opportunities for children to engage in purposeful early writing activities. They make shopping lists, create a Caribbean menu, send postcards from the bears and write instructions for making Angel Delight. In a well planned writing activity, higher attaining children write a letter home independently, telling them what they enjoy doing and who is their best friend. The class teacher extends conversations well and children respond articulately. They show good independence using words displayed in the learning environment. Children's language skills are developed well as a result of activities based on their needs and regular well focused questions that challenge children to use their language and extend their skills in a variety of situations. These include well planned role play activities in the doctor's surgery, hospital and post office. All are likely to achieve the Early Learning Goals by the time they start in Year 1 and the majority will exceed these.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teaching and learning are consistently good.
- Basic number skills are reinforced very well.
- A good variety of practical activities are provided to help children learn.

## Commentary

50. Children enter the Foundation Stage with average mathematical skills. They achieve well as a result of consistently good teaching with very well planned activities, carefully matched to their abilities. A variety of songs and number rhymes support children's learning very well. They count and recognise numbers up to 20. They count in 10's and know some numbers that add up to 10. Higher attainers count well in 10's, starting at numbers other than zero.

51. Higher attainers and average children record simple addition sums. Children have a good understanding of mathematical vocabulary such as 'taller/shorter, heavier/lighter'. When questioned about heavy and light parcels one able boy explains, 'the biggest thing is not necessarily the heaviest'. Most children complete a repeating pattern independently. They can sort, match and sequence objects in order, suggesting different ways for sorting letters - for example, by size, colour and address. Post office role-play contributes well to children's understanding of weighing and measuring and handling money. The good range of practical activities holds children's interest well and provides many opportunities for sorting, ordering and counting. Children are likely to achieve the Early Learning Goals in this area of learning and the majority will exceed these by the time they start in Year 1.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Very good teaching helps children to achieve very well.
- Very good use is made of the resources available.
- Very good questioning by the adults extends children's thinking skills well.
- Classroom displays contribute very well to this area of learning.

### Commentary

52. Children enter the Foundation Stage with the level of attainment generally expected for their age. Teachers provide a very good range of experiences that enable children to make very good progress in their knowledge about the world. Lessons are very well planned and linked well to language and mathematical areas of learning. For example, in a very good lesson using a programmable toy, the children acquire technical language, such as arrow, direction, memory and become aware of turns of 90, 180 and 360°. Higher attainers make accurate estimates about how far the toy will travel and one boy asks if 'next time we could get the roamer to include music in the program'. Very good teaching helps children to achieve very well. Children know the names of seasons and know how to use magnifying glasses. They make simple maps of a street showing several of the features as the class teacher feeds in rich language to extend understanding. They know about Caribbean music, steel pans and Chinese ribbon dances through the whole school world music project. They are becoming familiar with a world map as they locate places visited by Wilf and Fred Bear on their travels and have growing knowledge of stories from the Bible.
53. Through the well-structured role-play in the doctor's surgery and hospital the adults reinforce healthy eating. Visits and visitors make a valuable contribution to this area of learning. A recent visit from the Fire Service led to rich creative work on models of fire engines, as well as writing and painting activities and use of the computer to draw fire engines.
54. Very good use is made of resources available. Well directed questioning by adults gives very good support to this area of learning. All children are on course to achieve the Early Learning Goals by the time they enter Year 1 and the majority will exceed them.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teaching is consistently good and leads to good achievement.
- The outdoor designated play area makes a very good contribution to children's learning.
- The adults help children to develop their control of small manipulative skills well through well-structured activities.

### Commentary

55. Children enter the Foundation Stage with the expected physical skills for their age. The adults help children to develop their control of small manipulative skills well because there are good opportunities through well-structured activities, involving cutting, sticking, painting, moulding, as well as pencil skills. They soon learn to control brushes and pencils carefully in most cases and cut, stick and paste effectively. Children dress and undress themselves with a good level of independence when changing for physical education. They show increasing awareness of space as they run about in a game of 'Traffic Lights'. They follow instructions and show good

control and co-ordination when throwing and catching a ball and controlling a ball with their feet, stopping on a signal. Very good outdoor provision ensures all children have experience with large wheeled toys and a wide range of outdoor activities. All children are likely to achieve the Early Learning Goals by the time they enter Year 1 and the majority will exceed these.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching is very good and children achieve very well as a result.
- Children experience a wide range of media and activities which extend their skills very well.
- Very good opportunities are provided for role-play.
- High quality displays enhance this area of learning very well.

### **Commentary**

56. Children enter the Foundation Stage with the creative skills expected for their age. Very good teaching ensures children experience a wide range of interesting activities through a wide variety of media. As a result they develop very good creative and imaginative skills. The well structured role-play areas also provide very good opportunities for imaginative play. These activities are carefully planned to have a significant and positive effect on literacy and mathematical skills, as well as promoting self-esteem and lively imaginations. Good use of music, songs and rhymes effectively enhances creative and mathematical understanding. Children are likely to achieve the Early Learning Goals in this area of learning and the majority are likely to exceed them.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The leadership of the subject is excellent.
- Teaching is good, overall; pupils achieve well.
- Target setting is very good. Pupils evaluate the quality of their work with increasing skill.
- Planning to develop speaking and listening skills is very good.
- Pupils with special educational needs and those for whom English is a second language receive very good support in lessons and achieve well against their targets.
- Literacy support programmes to improve learning are taught well. Non-teaching staff support pupils' learning very effectively.
- There are good links with some other subjects but too few planned opportunities to develop pupils' writing skills in science.
- Marking varies in quality across the school.
- The quality of presentation of written work is not high enough.

#### Commentary

57. Standards in English are average by the end of Year 2 and above average by the end of Year 6. Achievement is good. Pupils achieve well because planning is carefully matched to differing abilities and needs. Older pupils are well challenged and teachers have high expectations. The achievement of pupils with special educational needs is good because of well-organised support in literacy lessons.
58. Overall, standards in speaking and listening are above average. The use of key questions promotes thinking and discussion. Pupils respond confidently when spoken to and conversations are often well extended. The very good, planned programme in Years 1 and 2, when pupils participate in structured speaking and listening activities, contributes to these high standards. Staff work hard to help pupils extend their vocabulary by encouraging them to talk to each other and to a variety of audiences and by using discussion, debates or drama activities to help them to communicate effectively.
59. Standards in reading are average in Year 2 and above average in Year 6. Older pupils are very confident in giving opinions, use inference and deduction with increasing skill and express their preferences for favourite authors and genres. There are good daily opportunities for pupils to engage in group, paired and silent reading in Years 1 and 2. These are working well, helping the children to become more independent learners and reinforcing phonic knowledge and understanding. Clear guidelines, helping pupils to write well-constructed book reviews, are used well across the school. There is a new, very welcoming library with good quality stock. Displays celebrate the work of authors and capture pupils' interest very well.
60. Writing has been identified as a priority for improvement by the co-ordinator. The higher attainers in all years achieve well and write for a range of purposes. Older pupils are well challenged and their written work shows that they use powerful language, as seen in a piece of writing by a Year 6 pupil: *'The mystical sunlight broke over the clear blue ocean, leaving only glistening crystals dancing over the sapphire coloured water.'* Their writing is well structured and shows a secure grasp of story writing as well as recognising the language conventions and grammatical features used in poetry. Younger pupils are beginning to use basic punctuation accurately and their writing is increasingly extended. However, there are many instances where silly mistakes occur in the work presented.

61. Handwriting varies within each class. The new handwriting scheme and the literacy strategy spelling lists are in place but have not yet had time positively to affect standards. A small number of pupils do not hold their pencil properly and this is having an adverse effect on their writing and presentation skills.
62. The work of the pupils with special educational needs, and the few for whom English is not their own language, shows how well they are integrated and that they have very positive attitudes to their work. Individual education plans are well-focused on pupils' key needs, with appropriate and clear targets. Support programmes to boost the learning of specific groups of pupils are taught well.
63. The quality of teaching is good overall, with some excellent teaching in Year 6. Here the teacher's use of very good questioning and intervention techniques enabled pupils to use their knowledge of language conventions and the grammatical features of a poem. As a result, pupils achieved very well. This activity was also very effective in developing pupils' spiritual and social skills. Teachers' expectations are high. They plan work carefully to meet the differing abilities in their class, so ensuring that pupils with learning difficulties are well supported and that all pupils are challenged. Relationships are very good and this is reflected in pupils' very positive attitudes to learning.
64. Assessment information is used very effectively to set class targets. All pupils have their own targets and are encouraged to assess their own work. This helps them to know what it is they need to learn next. The best marking, particularly in Years 5 and 6, is very effective in helping pupils to improve their work, but marking is inconsistent across the school. Record keeping is very good.
65. The well-qualified, excellent co-ordinator has worked extremely hard to move the subject forward. She is very knowledgeable and full of energy and confidence. She is keen to ensure that the school delivers a high standard of literacy. However, she is aware that the limited time the school has been open means that there are still inconsistencies in approach and not all practice is fully embedded.

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

66. Language and literacy across the curriculum is good overall. Spoken English is good. Planning identifies opportunities for applying these skills, and there is good evidence of written work in art and design, music, history and geography. The standard of written work varies in religious education and there are too few planned opportunities for pupils to use their recording and writing skills in science. Pupils have used computers for independent research and to present their work more effectively.

### **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

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

- Though standards are currently above average in Year 6, pupils' achievement is variable through the school, with weaknesses in both achievement and standards in Years 1 and 2.
- Teaching and learning are good for the older pupils. However, there are some weaknesses in provision for younger pupils.
- Pupils are well motivated and keen to learn. Attitudes are good.
- Staff focus effectively on the development of problem-solving skills.
- Teachers make very good use of ICT to support their teaching.
- Standards of presentation could be improved – teachers' expectations should be higher.
- Mathematics has a low profile in display around the school; there is no systematic approach to organizing mathematics 'areas' in classrooms.
- The management of the subject is ineffective.

## Commentary

67. Standards in mathematics are above average in Year 6, but below average in Year 2. This largely reflects the academic profile of each year group. As is the case across the school, these groups have been together for a short time. There has been a constant in-flow of pupils with a disparate range of prior experience. While pupils' achievement is satisfactory overall, it is variable and not always satisfactory in Years 1 and 2. This is an area for improvement. Pupils with special educational needs make similar progress to the others, but often make good progress when receiving support. The very few pupils with English as an additional language are supported well. In 2003, with two small year groups, a high proportion of pupils achieved the challenging Level 3 in Year 2, while a lower proportion of pupils achieved the higher Level 5 in Year 6.
68. There is a satisfactory focus on reinforcing basic numeracy skills. Even in Years 5 and 6 staff are having to work hard to revise and secure basic concepts, given the widely-varying prior experience of pupils. This was evident in Year 5 where pupils' awareness that the volume of a container does not necessarily reflect its weight - an activity more often covered in Year 2 - was not secure initially. Year 6 pupils have a diverse range of strategies for basic operations. There are reasonable opportunities for independent recording from an early stage, though the overall amount of recorded work in Years 1 and 2 is low. This is largely because very little mathematics was recorded during the period from mid-October to early January. Although some mathematics was said to have been covered orally and a few elements were recorded during the whole school project, this represents a significant weakness in the progressive development of pupils' skills and independence, particularly for a cohort which was already known to be relatively insecure mathematically. Overall, expectations of presentation are not high across the school, even where the teaching is strongest. This does not contribute well to the systematic raising of standards. Currently, the level of challenge is variable, leading to erratic achievement. The pace of learning is better for the older pupils. Year 1 and 2 pupils are taught together and the wide range of aptitude and prior experience present a considerable challenge for teachers. In one lesson observed, the higher-attainers were finding it difficult to cope with the work set and, without support, were unable to make sufficient progress. The school is making good use of practical and investigative work to secure pupils' understanding of key mathematical concepts at present and is well-resourced to support this approach.
69. Teaching is good overall, though strongest in the juniors. The quality of planning is a strength across the school. While expectations are generally high in the juniors, this is a weaker feature in Years 1 and 2, and particularly of pupils' recorded work. The support for the higher attainers is not always sufficient. Most lessons, however, proceed at a lively pace and the initial input is almost always good, demonstrating good knowledge and understanding of the subject. Teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. Staff use ICT very well in their presentation of topics and this motivates pupils well. Pupils with special educational needs receive good support from the well-prepared support staff. Teachers use language well and question pupils carefully to ensure that they understand. There is effective use of computers by pupils to support learning in mathematics. Across the school, pupils' learning is underpinned well by the positive attitudes which they bring to their work and by their increasing ability to work co-operatively.
70. Teachers use assessment satisfactorily to guide their planning of future work. The school has identified targets for each year group. Individual target-setting, with short-term, achievable targets, has been implemented across the school. Pupils are encouraged to evaluate their own understanding and this is an emerging strength. Marking is broadly satisfactory in most classes, with some guidance as to how pupils can improve their performance, but there is scope for greater rigour in approach. Homework arrangements are consistent and satisfactory.
71. The leadership of the subject is ineffective and needs to be improved. The co-ordinator does not have a clear grasp of standards across the school and does not have sufficiently high expectations for the overall quality of work. The standards set for presentation of pupils' work



are too low. Mathematics has a low profile in display and there is an inconsistent approach to establishing mathematics 'areas' in classrooms, particularly in the infant classes.

### **Mathematics across the curriculum**

72. Pupils use mathematics satisfactorily to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. There are good links with ICT.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are above average in Years 3 to 6.
- Good attention to inclusion ensures pupils with special educational needs achieve as well as others, as do the minority of pupils who have English as an additional language.
- Investigative work is well used to support pupils' learning.
- The leadership and management of the subject are very good.
- Limited opportunities exist to develop writing skills in science.
- Higher attaining pupils have too few opportunities to set up investigations and carry them out.

#### **Commentary**

73. Standards are average in Year 2. They are above average in Years 3 to 6 as a result of good teaching and planning that is well matched to pupils' needs. Results in the Year 6 tests in 2003 were well above average, although these results represent the performance of a small cohort in school for little more than six months.

74. Teaching and learning are good overall but vary between classes and year groups. Teaching is strongest in Years 3 to 6 where some very good teaching was seen. Lessons are well planned and resources are used effectively. A good example was a Year 1 and 2 lesson where pupils worked together in groups to conduct an investigation to see whether plants will grow in anything other than soil. A variety of strategies were used by the teacher. The well organised lesson and well prepared resources contributed effectively to pupils' learning. Pupils in Years 3 and 4 followed scientific methods and principles very well when testing the magnetic properties of various materials. They predicted what might happen, conducted a fair test and recorded their findings carefully. A good balance is created between predicting, experimenting, recording and interpreting results which extends pupils' understanding well. Good attention to inclusion ensures pupils with special educational needs, as well as the minority of pupils with English as an additional language, achieve as well as others.

75. Teachers throughout the school have very high expectations of behaviour and ensure appropriate health and safety principles are applied in all lessons. While there is evidence in the current work of good investigative activities, there are not, overall, enough opportunities for the higher attaining pupils to initiate their own investigations and follow their own lines of enquiry. There is little variation in recorded work from pupil to pupil in Years 5 and 6 and too few opportunities to extend writing skills in science, particularly in Years 1 and 2. However, good links are made to literacy through the development of scientific vocabulary and to numeracy, through constructing tables, graphs and charts.

76. Leadership and management are very good. The subject leader is well aware of the strengths and areas for development in science. Having recently taken on this role, he has not yet had the opportunity to monitor teaching and learning and regards this as a priority together with the development of a whole school assessment system.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and improving steadily in the junior years. All pupils are achieving well.
- The quality of teaching is good. Teachers use ICT effectively in their lessons, so providing good role models for pupils.
- The Media Club provides very well for pupils with particular interest in the subject.
- The co-ordinator is very knowledgeable and supports colleagues very well.
- Cross-curricular use of ICT skills is planned for well.

### **Commentary**

77. Standards are above those normally found at the end of Year 2. Standards are average overall by the end of Year 6 because of the varied early experience of pupils and the time needed for their skills to catch up. However, pupils achieve consistently well across the school. They enjoy using computers and, in the lessons observed, made good progress. As a result they are proficient at logging on, accessing files and saving and storing information by Year 2. Pupils in Year 6 are able to use musical composition programs confidently. They can organise and adapt information to make it interesting and exciting. The well-planned development of ICT elements in subjects across the curriculum is a particular strength.

78. The quality of teaching and learning was never less than good in the lessons seen, enabling pupils to achieve well. Good training has contributed towards the evident confidence of teaching and non-teaching staff when teaching skills to pupils. The highly effective support from the knowledgeable co-ordinator enables all staff to improve their knowledge and skills. The ICT suite is used efficiently and provides excellent opportunities for pupils. Less use is made of the machines in classrooms. Teachers begin their lessons by revising previous work. They explain which new skills the pupils will learn, thereby providing a clear focus and purpose for the lesson. There is good support for those experiencing difficulties and for pupils with special educational needs. Classroom assistants, where available, are well deployed and greater support is given to the younger pupils to support good achievement. The very few pupils for whom English is not their home language are supported well and make good progress. All pupils have opportunities to consolidate and extend their knowledge and skills. Faster learning pupils are set higher challenges. The extra-curricular Media Club provides valuable extension opportunities for particularly able pupils. Pupils are enthusiastic and enjoy the visual approach to learning. They use the internet for research and there is good evidence of the use of digital photography around the school. Staff set a good example for pupils with their effective use of laptops during lessons.

79. Leadership of ICT is very good. There is a clear action plan for the future development of the subject. Assessment procedures have been implemented and the co-ordinator monitors work across the school. A new, good quality scheme-of-work has been developed which is customized to the needs of the school. The level of resourcing is very good.

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

80. There is increasing evidence of how ICT supports other curriculum areas, though this remains a developing area. There is a good range of word-processing across the year groups, spreadsheets to support science investigative work, data work from mathematics and musical composition activities, as well as the wholly skills-based activities which are covered in specific ICT lessons.

## HUMANITIES

81. No lessons were observed in **history**. It is not possible to form an overall judgement about provision. There is every indication, however, from discussions with pupils and analysis of their work that standards in history are likely to be above those normally found by the end of Year 6, and broadly average by the end of Year 2.
82. Pupils in Years 1 and 2, including those with English as an additional language and those with special educational needs, have learned about the Fire of London, Samuel Pepys and old and new toys. This provided opportunities to develop pupils' literacy skills, when writing letters to King Charles about the fire and their own diaries for the days the fire raged. Folders based on 'Life since 1938' indicate a very thorough approach by older pupils. Very good use was made of a wide range of historical evidence, including first hand accounts, diaries, artefacts, music, pamphlets, photographs, newspaper reports, books and the Internet to develop pupils' enquiry skills and provide a thorough account of life during and after the Second World War. Their writing showed they really understood the difference between *Standard of living* and *Quality of life*. There is some excellent independent research work by the higher attainers in Year 6. Difficult questions about the rise of Hitler and post-war immigration have been answered well. Accordingly, pupils have acquired an insight into prejudice and discrimination and some understanding of the multicultural social mix in Britain. Very good resources, visits and visitors enhance the curriculum well. A keen co-ordinator has just been appointed.
83. Only one lesson was observed in geography and it is not possible to judge provision. However, on the evidence available, standards in **geography** are likely to be above those normally found in both Years 2 and 6. Achievement is good. All pupils develop good geographical enquiry and skills through the use of a good range of appropriate resources and secondary sources of information. Each child has had the experience of living somewhere else and a wealth of experience when looking at similarities and differences in and around the local environment. Teachers build on this knowledge very well. Teaching in Years 5 and 6, based on an environmental issue, was very good. This was evident in the pupils' books, in discussion and in the debates in the lesson seen. Pupils understood how flooding occurred and its effect on the local area, as well as appreciating that people can hold diverse views about the issue.
84. Very good school displays help pupils remember and focus on all areas of the world. The individual booklets written as a culmination of the World Music project enhanced geographical skills and pupils' understanding of other people, cultures and places across the continents very well. Pupils could express their views well about the country their class studied.
85. The co-ordinator is effective and has worked hard to establish geography in the school. School trips, residential visits, field trips and visitors to school support many aspects of the geography curriculum well and help to reinforce class based activities. In both history and geography, end of unit tests are completed. As yet there is no effective system for tracking and recording pupils' progress and attainment over time. This is an important area for development as these subjects are taught within a two-year rolling programme.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- The curriculum and assemblies help pupils to reflect on the importance of religion.
- There are very good relationships between staff and children and pupils respond enthusiastically to questions asked.
- Excellent teaching builds on pupils' knowledge and understanding well.
- Pupils are encouraged to develop their speaking and listening skills through drama, discussion and debate.
- Recorded work does not always promote pupils' independent writing skills effectively.

## Commentary

86. Standards seen during the inspection were similar to those expected in the locally agreed syllabus at the end of Year 2 and above expectations at the end of Year 6. Scrutiny of available written work and talking to pupils indicate that pupils' achievement is good throughout the school.
87. In one lesson seen, teaching was excellent. Pupils had developed their knowledge and understanding of Hinduism well. The lesson on Hindu beliefs built on this understanding effectively. Pupils listened attentively to the well-told story of '*The land of the blind*'. This helped them to understand how interpretations vary depending on perspective. The focus on group discussion created a real sense of spirituality as pupils exchanged and defended their views about the meaning of the soul. The written accounts, particularly those of the higher attaining pupils, were reflective and showed mature thinking. One pupil described the soul thus: '*Your personality, your conscience, your thoughts, your actions, how good you are, how bad, your heart and your mind. It's the thing you need most, apart from love towards you. It takes your body form, invisible, until it goes to heaven – I see it*'. The teacher showed exceptional sensitivity towards pupils with special educational needs who had very good oral response but difficulty with written work. The few pupils with English as an additional language are effectively supported, as necessary.
88. The detective work based on the Bible in Years 3 and 4 has helped pupils learn facts, explore assumptions and research areas they are unsure about. A lot of work covered in religious education lessons centres on the use of visits, visual materials, drama, debate and discussions. These help all pupils to learn well. However, when pupils are required to record their work it varies in the standard of presentation.
89. The co-ordinator has developed good subject knowledge and has provided a range of resources and an evaluation booklet for visits and visitors to support teachers' planning. She leads and manages the subject well and has identified the need to review the plans for RE when the new Agreed Syllabus is complete.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. Insufficient teaching was seen to make a secure judgement on provision in **design and technology**. Examples of work seen indicate that by the end of Year 6 pupils achieve standards above those expected in planning, designing, making and evaluating products. Pupils' work, discussion with the subject leader and the scrutiny of curriculum planning show that the subject receives appropriate attention and provides pupils with the expected range of skills, techniques and materials. They investigate various mechanisms including levers, sliders and pneumatics. Pupils use wood, clay, textiles and food with the relevant tools and attention to health and safety. The subject leader is well qualified to co-ordinate the whole school approach and support other teachers when necessary.
91. No lessons were seen in **art and design**. However, the scrutiny of work and teachers' planning indicates that art and design standards are likely to be above average. The indications are that pupils of all abilities achieve well. Teachers' planning is based on national guidance and all aspects of the subject are covered well. Some work seen in art was of an excellent standard. Work by Year 6 pupils based on African landscape and wildlife, for example, showed excellent use of pastels as did the observational artwork on, for example, poppies. Excellent links were made to literacy as pupils responded to the work of an artist, using pointillism to reproduce high quality paintings and creating a group poem that began:

*'My heart missed a beat ...  
The water shimmered and sparkled,  
With the movement of a million diamonds glistening...'*

Throughout the school pupils experience a wide range of media. Resources for art and design are good.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Standards in games are above average in Year 6.
  - Teaching and learning are good overall.
  - Extra-curricular activities make a positive contribution to the subject.
  - The subject is well led and managed.
  - Good facilities and resources enhance learning well.
  - There is no whole school assessment system for physical education.
92. Standards in games are above those normally found in Year 6, strengthened by the good links with the local sports college which provides extra opportunities for pupils to participate in a range of games and for higher attainers to be challenged further. Standards in swimming at the end of Year 6 are above average. Very few pupils fail to achieve the expected 25 metres unaided. Teaching is good overall and pupils make good progress.
93. Pupils with special educational needs and the small minority of pupils with English as an additional language are fully included and achieve as well as others. In a Year 1 and 2 dance lesson, very good teaching was observed. The brisk pace, together with exciting tasks, which challenged pupils' imaginations as well as their physical ability very well, characterised this very good lesson. Pupils captured the mood of the music in their performance, enabling them to refine their work and extend their ideas. Pupils in Years 3 and 4 work independently and in groups to create sequences involving jumping, turning and balancing in gymnastics. They focus carefully on poise and control. In Years 5 and 6 pupils develop skills in sending and receiving a ball as an introduction to cricket skills. Skills are carefully taught so that pupils learn the correct grip and how to throw over-arm and under-arm. Most teachers are enthusiastic and committed, giving generously of their time to after school clubs. Lessons are well structured although the need to cool down at the end of a lesson is sometimes forgotten. Pupils behave well and show good independence in most cases, because they are well motivated by the tasks set. There is a good focus on pupils' self-evaluation, so that pupils have good knowledge of their own learning. Teachers throughout the school have high expectations of behaviour and ensure pupils' safety in lessons.
94. Extra-curricular activities make a very good contribution to pupils' learning, with a wide range of games, including 'Hotshots' input to basketball and African body percussion. Older pupils also have the opportunity for a residential experience, contributing well to their personal development.
95. The subject is well led and managed by the recently appointed subject leader, who has good expertise and great enthusiasm. She has not had the opportunity to monitor all aspects of the subject, but has an increasing understanding of the strengths and areas for development. Whole school assessment systems are not yet in place. Good facilities such as the all weather pitch, and good resources make a positive contribution to pupils' learning.

## Music

Provision for music is **very good**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Several teachers have good musical skills. The quality of teaching is good.
- The subject is well-resourced with a specialist teaching studio.

- Higher attaining pupils are supported well through the wide range of enrichment activities in music, including instrumental provision and choir.
- Pupils have good opportunities to perform and do so with enthusiasm.
- There are no assessment arrangements in music yet.

## Commentary

96. Music is an emerging strength in the curriculum. While standards by the end of Year 2 are similar to those normally found, they are above average by the end of Year 6. Achievement is good in all aspects of the subject. Pupils with special educational needs achieve as well as the others. There are no issues in the successful integration of the few pupils with English as an additional language to these sessions. All pupils achieve as they do because of the consistency and good quality of the teaching and their own positive attitudes. Singing is joyful and spirited in assembly, particularly when led by the deputy headteacher. The enthusiastic presentation and shared enjoyment lifts pupils' performance. Further opportunities for singing are provided in the weekly choir session, where standards are high. Pupils have increasing opportunities to take part in outside choral events. Composition activities are provided for well.
97. Teaching and learning are consistently good and promote a strong culture of collaborative working and positive attitudes to music. All class music lessons are taught by class teachers, almost all of whom have good subject knowledge in music, and this underpins the strength of music in the school. Class management is good. No time is wasted in lessons and a good pace is generally sustained although, in the Year 5 and 6 lesson observed, there was some loss of momentum in a lengthy session at the end of a warm afternoon. This was not helped by the large size of the group which restricted individual participation. The lesson was an introduction to the blues and scat-singing, a style with which few pupils were familiar. Teachers successfully placed the style in its historical context and the lesson eventually provided pupils with the opportunity to compose and perform their own blues compositions in groups. Pupils demonstrate a good understanding of the elements of music and a generally good capacity for improvisation.
98. The leadership of music is satisfactory. Assessment procedures have yet to be implemented. There are planned opportunities for pupils to use ICT in composition activities. The school is very well-resourced for the subject and the enrichment activities, including regular singing in assembly, the choir, recorder groups and peripatetic instrumental teaching, are a significant asset to pupils' learning and the standards achieved.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. As **personal, social and health education** was not inspected in depth, no judgement can be made about provision. The inclusive ethos, which is a particular feature of the school, supports pupils' personal development very well. The school, very early in its life, presents as a happy cohesive community, which is a measure of very successful personal and social development. Teachers use 'circle time' well to provide good opportunities to share feelings and discuss issues such as what is right and wrong. Pupils learn to respect other people's points of view. Assemblies contribute very well to pupils' personal development. There are very good opportunities for pupils to take responsibility around school, such as manning the office at lunchtime and for their own learning in lessons. Teachers respond positively to pupils who show initiative. There is appropriate provision for education about healthy living, sex education and understanding the dangers of alcohol and drugs.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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