

INSPECTION REPORT

GREENTREES PRIMARY SCHOOL

Salisbury

LEA area: Wiltshire

Unique reference number: 132831

Headteacher: Mrs Janette Bennett

Lead inspector: Mr Brian Gosling

Dates of inspection: 13th – 15th October 2003

Inspection number: 256273

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	179
School address:	Sycamore Drive Bishopdown Farm Salisbury
Postcode:	SP1 3GZ
Telephone number:	01722 340596
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Debbie Rock
Date of previous inspection:	There has been no previous inspection for this new school.

CHARACTERISTICS OF THE SCHOOL

Greentrees Primary is a new school that opened in September 2002 on an attractive site on the outskirts of Salisbury. All pupils therefore, apart from most of those in Reception and Year 1, transferred from other schools during the year due to the school's quickly gained popularity in the area. Consequently, the proportion of pupils that arrive at the school other than at the start of Reception is extremely high. This has a significant impact on the educational background of the pupils currently at the school. In particular, the pupils who took the national tests at the end of Year 2 and Year 6 in the summer 2003 had been at the school for less than one year and their attainment reflects the educational provision of other schools more than that at Greentrees Primary School. There are presently 179 pupils at the school with many more pupils in some year groups than others. This number will continue to grow as the school becomes established. The socio-economic background of the pupils is variable but broadly average overall. The pupils are predominantly from a white cultural background. One pupil is at an early stage of learning English as an additional language (EAL). There has been insufficient time to assess the learning needs of all pupils, especially the children in the Reception. Unsurprising therefore, the proportion of pupils currently identified as having special educational needs (SEN) is below average, although the proportion of pupils with statements of SEN is close to the average. Pupils' attainment when they start at the school in Reception is variable but broadly average overall. However, the pupils currently in Years 2 to 6 transferred to the school from other schools and their attainment when they started at the school, although variable, is generally below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19338	Graham Ellis	<i>Lay inspector</i>	
26519	Margaret Hatfield	<i>Team inspector</i>	Mathematics Science Humanities Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

The overall effectiveness of Greentrees Primary School is already **good**. It is not possible to make a secure judgement on the value for money provided by the school, as there are no financial figures available yet, although it is likely to be good. This is because an effective educational system has been quickly established in the 13 months since the school opened. Leadership and management are focused clearly on pupils' achievements and to this end an imaginative curriculum is being developed. Careful monitoring and support for teaching and learning is promoting very positive attitudes amongst pupils and staff. This is already having an effective impact on lessons, and pupils with learning difficulties and high attainers make good progress at the school.

The school's main strengths and weaknesses are:

- All pupils achieve well in their time at the school.
- Teaching is consistently good and much is very good or excellent.
- Pupils' attitudes and behaviour are very good because the school's provision for their personal development is very effective.
- The school is imaginatively developing a stimulating curriculum that motivates pupils and actively promotes their positive attitudes to learning.
- Leadership and management, at all levels, are rapidly ensuring an effective school.
- The headteacher has a clear idea of how to promote the effective development of the school and she is ably supported by the deputy headteacher.
- The governance of the school is very good.

However,

- The school day is not organised well enough to meet the changing needs of pupils.
- There is no suitable library.
- There are not enough classroom assistants.

The school has not been inspected before as it opened in September 2002.

STANDARDS ACHIEVED

Pupils' achievement in the short time they have been at the school is **good** in both the infants and the juniors. Pupils currently in Years 2 to 6 transferred to the school from other schools during the last year with below average attainment, and they are now attaining satisfactory standards. The children who started in Reception last year with average attainment are attaining good standards and many children exceed the goals children are expected to reach by the end of Reception.

No validated data of this year's test results is available yet. In any case, all of the small number of pupils who took the national tests in Year 2 and Year 6 transferred to the school during the year. As such, the results tell us little about the school's performance. However, the results were generally satisfactory in Year 2 but in Year 6, not surprisingly, they were low because some pupils did not attain the nationally expected standard. Nevertheless, a significant proportion of pupils attained above this standard because the school ensured that these pupils were suitably challenged in their time at the school. Inspection evidence shows that teachers plan tasks and activities carefully to meet the varying learning needs of different pupils. Consequently, support is provided for some pupils and a good level of challenge is provided for the more able pupils. This good level of planning ensures that all pupils achieve well, and standards are now generally satisfactory in Year 2 in reading, writing and mathematics. Pupils in Years 3 – 6 also receive good support and a high level of challenge as appropriate and, as a result, standards in English, mathematics and science are generally satisfactory.

The development of pupils' personal qualities is **very good** because the school makes very good provision for pupils' personal development. Pupils' behaviour is very good and their attitudes to learning are very positive. The school has high expectations of pupils' behaviour and there is a range of provision to promote their very good attitudes and enthusiasm for lessons. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is consistently **good** across the school with a significant proportion that is of a high quality: almost half of the lessons seen were very good or excellent. Pupils' learning is good because teachers have high expectations of them. They work well in lessons because learning tasks set for them take good account of what they have already learned and so are at the right level to ensure that all pupils' learn effectively.

The curriculum being developed at this new school is innovative and it contains a number of elements that are very effective in stimulating pupils and developing their learning and thinking skills. In a short time, the school has implemented very good procedures to support pupils, with pupils themselves taking an active role in establishing rules and procedures in the school. Good links with parents are already in place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** at all levels. The work of the governing body has been, and continues to be, very good in establishing the school and monitoring its development. The headteacher provides a very clear vision of the kind of education the school should develop and this is shared by the deputy headteacher and other colleagues. Very good management procedures have been established that enable all co-ordinators to monitor, evaluate and improve all aspects of the school's provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in very high regard and they have no significant concern over any aspect of the school. Pupils speak very positively about school and they are very proud of their new school.

IMPROVEMENTS NEEDED

The most important things the school should do to continue its effective development are:

- Review the organisation of the school day and continue to monitor the effectiveness of the way the curriculum is planned.
- Establish an effective school library.
- Increase the number of classroom assistants.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils have arrived at the school in the past year with a wide range of attainment. The school has been meticulous in identifying the learning needs of each pupil and planning work that meets their learning needs. The low attainment of some pupils limits overall standards of attainment, which are broadly average at the end of Year 2 and Year 6 in English, mathematics and science. However, many pupils exceed nationally expected standards for pupils of their age and, generally, all pupils achieve well whilst at the school.

Main strengths and weaknesses:

- All pupils achieve well.
- Many of the children in the Foundation Stage exceed the goals they are expected to achieve by the end of Reception.
- Pupils with high ability are effectively challenged and they attain good standards.
- Pupils with low attainment are supported well and they make good progress in the school.

Commentary

1. No validated data of this year's test results is available yet. The school opened in September 2002 and every pupil who took the national tests at the end of Year 2 or Year 6 in 2003 had transferred to the school during the past year, some of them only weeks before the tests. These test results, therefore, partly reflect the education they received at this school but mainly reflect the quality of education at other schools. Nevertheless, they do show that a significant proportion of pupils did not attain the nationally expected Level 2¹ at the end of Year 2 or the nationally expected Level 4 at the end of Year 6. The exception to this is writing in Year 2, where most pupils attained Level 2 although no pupil attained Level 3. This informs the school that a significant proportion of pupils has low standards of attainment. However, the proportion of pupils who attained the higher Level 3 in Year 2 in reading and mathematics was significantly better than the national average. Additionally, the proportion of pupils who attained Level 5 in Year 6 in mathematics was above the national average, although it was broadly average in English and below the national average in science. This indicates that more able pupils continue to be suitably challenged at the school and they attain good standards.

2. Standards of attainment currently are judged by the inspection team to be broadly average in English, mathematics and science in Year 2 and Year 6. This reflects the results of the national tests at the end of Year 2 last year. It is a little better than the results at the end of Year 6 last year and this is because the pupils who took those tests had been in the school for a very short time.

3. When they first start at the school, children's and pupils' attainment varies widely. The children who start in the Reception class arrive with attainment that is broadly average overall. However, the pupils who have transferred from other schools in Years 1 - 6 arrived with attainment that was below average overall although, as has been noted, this varies widely. By the end of the Reception Year, many of the children exceed the Early Learning Goals (ELGs) expected of them by this age in all six areas of learning and this shows good achievement. Pupils in Years 2 - 6 also achieve well because they arrived with below average attainment generally and are now attaining average standards after, at most, a year at the school. This is impressive, and is the result of the many opportunities taken by

¹ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

the school to improve pupils' attitudes to lessons and their learning skills, as well as the success of teachers in ensuring that the tasks set match the varying learning needs of the pupils. In this way, the school enables all pupils to be included in its educational provision.

4. The achievement of pupils on the school's SEN register, and also the one pupil learning EAL, is also good in relation to their prior attainment. Throughout the school, they are supported well by teachers, teaching assistants and the special educational needs co-ordinator (SENCO). This enables these pupils to make good progress towards attaining the learning targets on their individual education plans (IEPs), which usefully identify small, specific, structured steps in learning. Indeed, a number of pupils arrived with or were identified with SEN, have received a carefully planned programme of support and have made sufficient progress to be removed from the register of SEN within their first year at the school.

Pupils' attitudes, values and other personal qualities

The school promotes the pupils' social, moral and spiritual development very well, resulting in high standards of behaviour and very positive attitudes to work. Within a strong community environment, they are confident and self aware with very good self esteem.

Main strengths and weaknesses:

- Pupils' attitudes and behaviour are very good because the school's provision for their personal development is very good.
- Relationships are very good.
- Pupils have a strong sense of community and they display good social skills.

Commentary

5. From its recent inception, the school has set high standards for conduct, which are conscientiously and consistently reinforced by all staff. Together with the strong emphasis on the development of pupils' social skills and the adoption of good moral awareness, this has resulted in the creation of a very positive learning environment. Pupils' behaviour is very good in lessons, around the school and in the playground. Their very good relationships are a major strength and form a strong and positive foundation for their learning. Pupils are encouraged to explore their own and others' feelings and concerns in sessions such as circle time². They feel valued by teachers and other adults and reciprocate accordingly.

6. Pupils enjoy school and speak very well of it, with pride and commendation. The staff's clear expectations and their enthusiastic, dynamic teaching successfully motivate learning. In lessons, pupils are focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. The school works very hard to promote pupils' self esteem, valuing their contributions and developing their participatory skills, which significantly contribute to their engagement in learning. As a result, pupils are confident and self aware with high levels of self-esteem, have a justifiably strong sense of involvement and maintain continuously high levels of concentration.

² On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
134	0	0
1	0	0
44	0	0

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

7. Pupils' personal development permeates all the school's activities and they display good social skills. They are keen to talk about their work and their achievements, expressing themselves openly with confidence and articulation even in larger groups such as assemblies. Members of staff provide good role models and their consistent reinforcement of positive moral standards is reflected in pupils' understanding and respect for the feelings, values and beliefs of others. For example, each class identifies a pupil as 'Personality of the Week'. In the infants, such pupils have a display dedicated to them and other pupils are invited to comment on things they like about them. In the juniors, these pupils make their own display with comments about themselves and what they like. In the Foundation Stage, pupils achieve the ELGs of personal, social and emotional development very well. Cultural awareness is promoted through a wide variety of creative experiences. Pupils become aware of other cultures through the provision of a range of multicultural resources and through stories, such as 'Handa's Surprise', in Reception.

8. In a short time, the school has developed a strong sense of itself as a community. The emphasis on co-operation and caring for others is reflected in pupils' work and play together. Collaboration and supporting each other are unquestioned aspects of life in classrooms. Pupils work well in groups and frequently assist each other's learning. They have a strong sense of responsibility. For example, older pupils helping younger ones in the playground and, in classes, quickly drawing a teacher's attention to a pupil who is apparently upset or unwell. Pupils respond well to opportunities, for example, assisting in assemblies, and willingly undertake helpful duties in all classes, demonstrating very good levels of initiative, independence and personal responsibility.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.2
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.5

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

9. Attendance is good. The school successfully promotes attendance by its wide range of interesting activities so that pupils are keen to attend school and most have good attendance records.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is consistently good and much is of a high quality; an innovative curriculum has been implemented; there are very good procedures to support and guide pupils; and good links with parents have been established quickly.

Teaching and learning

The overall quality of teaching and learning is consistently good, with a substantial proportion of lessons seen that were very good and excellent. Teaching is supported effectively by the good quality of assessment that informs planning well.

Main strengths and weaknesses:

- Almost half of the teaching is of a high quality: very good or excellent.
- Teachers have high expectations of pupils and they insist on high standards of behaviour.
- Teachers make good use of assessment to plan lessons well, with different tasks to match the varying learning needs of pupils in the class.
- Pupils develop good learning skills.
- There are effective systems to support teachers new to the school.

Commentary

10. The quality of teaching and learning are consistently good throughout the school. All but one of the lessons seen were good or better and almost half were of a very high quality. This consistency is brought about by common practices that are maintained throughout the school. The local education authority (LEA) has recognised the quality of the teaching by assigning two teachers as leading teachers in the authority. In addition, the deputy headteacher was, until recently, an early years consultant in the authority. These three teachers maintain high quality in the teaching of their own lessons and are instrumental in supporting teaching throughout the school.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (10%)	11 (37%)	15 (50%)	1 (3%)	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.

11. The quality of teaching in the Foundation Stage is good or better in all the areas of learning. As a consequence, all children achieve well, including those with SEN. Teachers effectively plan a range of purposeful, practical activities with a very good balance of adult directed and child-initiated activities, which promotes children's independence well. Teachers build on children's learning in a structured way, in small steps, enabling them to make good progress. Ongoing observational assessments are used well to guide planning. The members of staff work very well together and successfully promote equality of opportunity. Excellent relationships impact significantly on the quality of learning and children try hard to do their best.

12. Pupils with SEN are identified early and good measures are taken to support them. With guidance from the SENCO, class teachers draw up very good, detailed, IEPs for these pupils, with learning targets that identify small, specific, structured steps towards progress in literacy, numeracy and personal development. These enable the needs of these pupils to be fully met and they are fully included in all activities. Pupils' progress is monitored regularly through their IEPs and their achievements are carefully recorded. This provides assessment data that guides the planning of new work well.

13. All teachers plan lessons effectively, with a clear idea of what they want the pupils to learn. This is shared with the pupils at the start of each lesson and teachers also make clear to the pupils

what they are looking for in the pupils' work. Through this method, pupils are aware of what they are doing and why they are doing it. Tasks and activities are planned for each lesson, with different levels of difficulty to ensure that the work engaged in by the pupils is matched to their particular learning needs. Assessments of pupils' previous learning are used to inform teachers of the level of difficulty at which different pupils should work. All lessons have tasks that are set with at least three different levels of difficulty. This ensures that pupils can become fully engaged in their tasks because they are neither too difficult nor too easy. It also ensures, importantly, that the most able pupils are suitably challenged and this is reflected in the good proportion of pupils that attain high standards in the national tests. Teachers' planning is monitored by subject co-ordinators and the headteacher, and teachers evaluate the effectiveness of their own lessons.

14. All teachers start the school day with a physical exercise to focus the pupils' concentration and prepare them for the coming lessons. They demand that pupils maintain high standards of behaviour and a yellow card is handed out to any pupil who fails to meet these standards. These measures help pupils to develop positive attitudes to learning. They are enthusiastic and very attentive in lessons, which is helped by the clear way that teachers explain what they are learning. Pupils concentrate well on their tasks and they are productive, nearly always completing the tasks set. When concentration lapses, teachers are quick to bring the class together for a brief activity that helps the pupils re-focus their attention.

Example of outstanding practice

A brief focused, physical activity begins the day in all classes to prepare pupils for lessons and help them to improve their learning skills.

It is common practice for the school day to commence in all classes with a short session of physical activity, primarily for hands and arms. This activity is deliberate: movements are slow and considered and require concentration. Pupils, who arrive at school with varying levels of preparedness for lessons, are all equally well prepared by the time lessons start and high levels of concentration are evident. Importantly, this is a common practice across the school, and all pupils are familiar with the activity and aware of its purpose. The activity may be repeated in shorter bursts, if required, later in the day to provide additional focus on concentration strategies. This initiative is a major factor in helping all pupils to develop high levels of concentration.

15. The school has established a very good system of support for teachers at the school. This includes the following:

- The leading teachers and the experienced deputy headteacher take a leading role in the infants and the juniors.
- The headteacher and subject co-ordinators regularly observe lessons, identifying areas for development.
- Experienced teachers are assigned as induction tutors/mentors to newly-qualified teachers (NQTs). The LEA thought sufficiently highly of this practice to invite last year's NQTs at the school to speak to this year's NQTs in the county.
- Initiatives developed in the school are employed across the whole school, which allows teachers to benefit from developing their practice alongside more experienced teachers.
- New teachers to the school conduct observations of lessons jointly with the headteacher to develop their confidence in evaluating the effectiveness of teaching and learning.
- Performance management has been established quickly and there is a carefully planned programme of professional development.

16. Parents consider teaching to be good and pupils, who clearly like school, respond very positively about the guidance and support they receive from teachers. They think lessons are fun and acknowledge that they are expected to work hard.

The curriculum

The overall quality and breadth of the curriculum for the Foundation Stage and Years 1 - 6 are very good and already meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education.

Main strengths and weaknesses:

- There are a number of successful curriculum initiatives that support the development of pupils' learning skills.
- Curriculum provision is innovative and very good.
- There are few teaching assistants, particularly to support the learning of pupils in Years 1 - 6.
- The library provided is not good enough.
- The school day is not organised well enough to meet the changing needs of the pupils.

Commentary

17. In the one year the school has been open, it has developed an imaginative curriculum that meets statutory requirements and supports the development of pupils' learning needs very well. It is, perhaps, not realistic to expect the curriculum to be fully developed in this short time and within the current budgetary constraints. Nevertheless, with so much high quality provision already established, and as the school continues to grow, this is the most important area for the school to ensure that it develops to continue to meet the changing needs of the pupils.

18. The school is developing a stimulating curriculum that motivates pupils, actively promoting very positive attitudes to learning. The most distinctive feature is its curriculum innovation and the use of methods to develop positive attitudes and good learning skills in pupils. To promote purposeful learning, the school has implemented a number of new curriculum developments, including:

- The Vibrant Schools Project – a focus on creativity, thinking skills and personal development.
- The development of emotional literacy – helping pupils to become emotionally mature.
- The accelerated learning project (ALPS) – supporting pupils' different learning styles.
- Shake up and Wake up – a physical activity to aid concentration at the beginning of the day.

Although it is too soon to evaluate the full effect of these developments on pupils' learning, they are being introduced enthusiastically by the whole staff. These initiatives are beginning to enhance pupils' concentration, their independent thinking and their confidence, and is also helping them to gain a better understanding of their own learning styles.

19. The provision for personal, social and health education (PSHE) is very good, including sex and relationships education and attention to drugs misuse. The above initiatives, together with a very well planned programme of work, support this aspect of pupils' education very effectively.

20. The very good Foundation Stage curriculum is firmly based on the six areas of learning and on the recommended ELGs. Very good opportunities to develop skills and knowledge through an effective balance of adult-directed and self-initiated activities help independence. Areas of learning are often inter-linked, providing very meaningful experiences for the children. It is unfortunate that only one Reception class has direct access to the attractive, very well-resourced, secure, outdoor play area. However, the skilful Foundation Stage co-ordinator has turned this constraint to advantage by using it as an excellent opportunity to develop children's personal skills. Very good resources support children's learning effectively.

21. The provision for pupils with SEN is good overall, with some very good aspects. It is very well led and managed by the committed SENCO who is the deputy headteacher. Pupils' needs are identified early and procedures for statements are effective. Individual education plans (IEPs), drawn up by teachers, ably supported by the SENCO, are very good. They include detailed, short term

targets, which include literacy, numeracy and personal development, and are reviewed half-termly. The school fully complies with the Code of Practice³ for SEN. Pupils with SEN are well supported by teachers and teaching assistants. As a result, they achieve well, in relation to their prior attainment. They are fully included in, and have equal access to, all activities. School has strong links with external agencies such as the educational psychologist and the County Learning Support Team.

22. In just one year the school has established an impressive range of additional curricular opportunities to enrich pupils' learning outside classrooms. These include a wide range of visits and visitors, and participation in inter-school sporting and musical events. All teachers run after-school clubs for the juniors, which most of these pupils attend.

23. With such high levels of pupil mobility and the varying attainment of many transferring from other schools, the school has appropriately prioritised the development of literacy and numeracy. There are also a number of short sessions for additional literacy activities. However, time spent preparing for lunchtimes, and other occasions when pupils leave their classrooms, are often protracted and the additional time available in long teaching sessions is not used well. Times allocated to some foundation subjects, such as music and religious education, differ between classes. It is important that the school continuously monitors and reviews the organisation of the school day to ensure that the planned curriculum meets the changing needs of the pupils.

24. There is an appropriate number of well-qualified, experienced teachers, which includes two of the LEA's leading teachers and a former early years' consultant. Teachers work together closely as a very good team, but the number of teaching assistants is far less than in most schools and is not enough to support fully teachers and pupils in class. The new accommodation is good. The building is spacious and attractive and the playground is large, with markings that stimulate play. Teachers' work hard to create a stimulating learning environment with high quality displays, such as a large attractive collage of the school. Unfortunately, the field has not yet been made available for the school to use, but use is made of a grassed area outside the school to minimise the restrictions on physical education. Resources, which are new, are good overall and have a positive effect on pupils' learning. The resources for the Foundation Stage and music are very good but no library has been provided in the new building, which limits opportunities for pupils to develop research skills.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well, providing very good support, advice and guidance. It actively seeks pupils' views and involves them very well in its work and development.

Main strengths and weaknesses:

- The school ensures pupils learn in a calm, safe and purposeful environment with very good standards of support, advice and guidance.
- Pupils' views are respected and they have been actively involved in establishing the rules and procedures for the new school.
- The very good induction arrangements enable all pupils to settle quickly into school.

Commentary

25. Pupils are happy in school, trust the adults and are aware how they can obtain help. The school has quickly established a supportive environment in which all pupils feel part of a mutually stimulating community. They work and play well together, and there are arrangements for the older pupils to help the younger ones, such as the 'playground buddies' scheme. Pupils are well

³ On SEN Code Of Practice: This gives practical advice to schools and LEAs about their responsibilities and tasks to ensure that pupils who have SEN receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

supervised and their personal development is informally, but systematically, monitored so that staff quickly recognise their needs, providing very good standards of pastoral support and care. The school acts quickly to assist any pupil who is concerned or in need of support.

26. There are very good policies and procedures relating to health and safety and child protection. There is good co-ordination with outside agencies so that further support may be provided in appropriate cases. There are regular and systematic risk assessments by staff and governors, and good arrangements for first aid and caring for children who are taken ill or have recurrent health problems. These positive arrangements reflect the school's strong commitment to care and welfare.

27. In a short time, the new school has established an openness in which pupils' views are valued and they are encouraged to contribute fully to its running. Members of staff always try to elicit responses from pupils, picking up on their thoughtful responses. School and class based rules have been drawn up with their full consultation, and staff have adopted an open and participatory approach. For example, there were no playground rules a year ago and pupils were actively involved in establishing these.

28. The school council is an important part of the process of involving pupils and there are representatives from all year groups with children from Reception joining the council in the summer term. It is important not only for those elected, who gain valuable experience in organisation and representation at the frequent meetings, but for all pupils as organised feedback sessions are also held. The lively and effective meetings are well supported, but not overly directed, by staff with pupils undertaking the chair and secretarial functions. The members express themselves with developing articulation and become responsibly involved in the life of the school. For example, during the inspection they were considering consultation with pupils on the provision of fruit on Fridays.

29. As a new school, all pupils in Years 2 - 6 have transferred from other local infant and junior schools. The school has successfully ensured relevant assessment and transfer information. Although the school's admission number is 34, 39 children currently attend the Reception classes and it is not clear how this will affect the school's organisation in coming years. These children start school part-time in the September after their fourth birthday and all attend full-time by January. Reception staff work closely with parents. They arrange home visits, and there are effective arrangements for children to attend for short times before starting school. As a result, they have good knowledge of the children's abilities and development. All these measures have worked to ensure the smooth transition of the children when they commence school so that they settle into their new routines quickly and happily.

Partnership with parents, other schools and the community

Although only open for a year, the school has established good and effective relationships with parents and the community and these partnerships continue to develop rapidly.

Main strengths and weaknesses:

- Parents are well informed about school activities and are appreciative of its achievements.
- The good relationships between parents and the school ensure strong parental support.
- The school provides a good resource for the community and, in turn, has established valuable productive links with it.

Commentary

30. Parents hold the school in high regard and provide good general support, including fund-raising and very good support at weekly celebration assemblies. They feel the school is accessible, that they are welcomed and that members of staff are approachable. Parents also appreciate the school's useful guidance on homework, which enables them to support their children at home.

31. The school communicates with parents frequently and, as a result, the overwhelming majority of parents are productively engaged with the school's educational direction. There are frequent, readable and informative newsletters. Each term the school provides detailed curriculum information for all classes and subjects, including information on how parents can contribute to their children's learning. Both the prospectus and the forthcoming first annual governors' report are well produced and informative. The school has also arranged meetings for parents about the curriculum and there have been recent meetings on reading support and 'learning to learn'. Parents value these meetings, which are well supported.

32. Parents are also kept fully informed of their children's progress through consultation meetings with staff and informal contact throughout the year. The pupils' annual reports vary in quality but are good overall. Their particular strengths are the generally full information about pupils' performance in English, mathematics and science and the specific individual targets for each pupil, which provide very practical guidance for parents. However, these are not related to National Curriculum Levels for all years. Comments are detailed and teachers show good knowledge of the children.

33. Relationships with parents of children in Reception are very positive. Teachers encourage parents to be closely involved as partners in the education of their children. A number of very well briefed parents are committed to supporting Reception classes as helpers. Teachers visit children at home and also in pre-school settings to facilitate a smooth entry into school. The school also successfully involves parents of pupils with SEN in drawing up pupils' IEPs and in the half-termly reviews of these plans. Parents and pupils are actively involved in setting future targets for learning. The school ensures that parents of pupils with SEN are kept fully informed about the progress of their child.

34. In a short time, the school has established good links with the community. The school provides a good resource for a number of community activities, such as church groups and various adult classes. It provides work experience placements for secondary school students. It has established valuable commercial links with a pizza restaurant that assists with a food technology project. A particularly valuable link is with an insurance company which, as well as providing valuable sponsorship, arranges the release of its staff volunteers to assist with pupils' reading.

35. In its first year the school has established sound arrangements for the transfer of pupils to the next stage of education and effective liaison with the pre-school providers.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher leads the school very well and she is ably supported by the deputy headteacher. There are very good management procedures to ensure the school's development is effective. Governance is very good and governors play a full and active role in the school's strategic development.

Main strengths and weaknesses:

- The headteacher has a very clear idea of how the school should develop, focused on an understanding of how pupils learn.
- Leadership roles have been established quickly and very effectively.
- Very good management is ensuring that effective procedures are implemented consistently across the school.
- The governing body has organised itself very well, with clear procedures that enable its statutory responsibilities to be fulfilled very effectively.

Commentary

36. The headteacher has a very clear vision for school development and this has enabled her to establish very effective procedures for the school in its first year. She is ably supported by the deputy headteacher who shares her vision and, together, they inspire other members of staff to work together to achieve this common goal. Consequently, effective teamwork enables common practices to be agreed and implemented consistently throughout the school. For example, innovative curriculum practices are proving to be successful because they are employed in every class throughout the school with ensuing benefits to the pupils' attitudes and learning skills. The staff are a happy team that shares a commitment to providing the very best education it can for the pupils. The result is the positive climate for learning that has already been established and inclusion is promoted throughout the school to ensure that all pupils benefit fully from all that the school provides.

37. The role of subject co-ordinators has been established quickly to allow them to have a clear effect on raising standards through evaluating the school's provision and taking action for improvement. They are developing their own co-ordinator's files and they monitor teachers' planning regularly. Each co-ordinator receives the equivalent of two days each term to monitor lessons across the school and this monitoring procedure is already well under way. For example, the co-ordinator for mathematics observed a lesson during the inspection. A carefully prepared and agreed form guided the focus of the observation, and strengths and weaknesses in the lesson were recorded, with clear areas for improvement identified. This benefited both the co-ordinator and the teacher observed. Monitoring activities such as these are creating an effective procedure for raising standards. The headteacher teaches the co-ordinator's class during many of these sessions and this contributes to her highly visible leadership.

38. The school monitors its performance well and takes effective action to address any weaknesses identified. For example, the national test results in 2003 were analysed even though the pupils had been in the school for less than one year. This identified a weakness in science in Year 6. The school then took quick and effective action by arranging for teachers to visit schools with high standards in science and increasing the time allocated to the teaching of science. The headteacher evaluated the quality of teaching in all classes last year and identified areas for improvement. She also monitored the work of the NQTs for whom she was the induction tutor. This role, which is being taken by the deputy headteacher this year, has been extended to induct all teachers who are new to the school and ensures that agreed practices are implemented fully and consistently.

39. The information gained by subject co-ordinators in their monitoring role informs their action plans for improvement that, in turn, contribute to the school improvement plan. This is a comprehensive and detailed document that forms an effective focus for school development. The governing body also contributes significantly to the strategic overview of the plan using secure knowledge of the school's educational provision gained from their own effective monitoring procedures. The school is, naturally, limited in the evaluation of its provision and development as it has only been open for one year. Nevertheless, clear procedures for this evaluation have been planned, focusing clearly on the impact of its developments on standards and the quality of pupils' learning.

40. In a short time, the governing body has impressively established its procedures and the roles of governors. There is a suitable range of sub-committees that meet regularly, and they are clear about their responsibilities. The teaching and learning committee, for example, is responsible for the curriculum but is clearly focused on the impact of the curriculum on pupils' learning; this is emphasised in its title. The chairs of all committees form a steering group that meets each term to consider its strategic overview of the school. All governors have a link with a class and responsibility for a particular subject or aspect of the school's provision, and there is a 'visits' policy that requires all governors to visit the school twice each year. These visits have an agreed focus, and reports of the visit are shared with the headteacher and full governing body, as well as the class teacher when necessary. There are mentors for new governors and this helps them adapt to their new roles and responsibilities efficiently. This good organisation, which has been established quickly, is impressive and has allowed governors to develop a clear idea of the strengths and weaknesses of the school. They are aware of the need to improve use of the playing field and the school library. Although there is, as yet, no official data on the standards of pupils' attainment, governors have considered this year's national test results and perceptively expressed a concern to improve the school's provision for science. This has already been acted upon. Governors are well informed about the strengths and weaknesses of the school and, consequently, they are able to play a full and active strategic role in school development.

Example of outstanding practice

The governing body has established a policy for visits that ensures all governors gain the familiarity with school practice necessary to enable them to play a full role in strategic planning.

Four months after the school opened, the governing body agreed a visits policy for link governors. This requires two visits each year from every link governor. The policy makes clear the purpose of visits and also states what it is not about, stating that making judgements about the expertise of the teacher remains a task for professionals. A form for making a record of the visit has been agreed with the teaching staff and this is completed by the governor and shared with the headteacher and the governing body. The agreed objective of the visit is recorded on the form along with positive comments and questions or points that require clarification. This has already highlighted issues that require the governing body's attention. For example, one visit raised concerns about the constraints of the physical environment on learning opportunities for pupils in the light of increasing pupil numbers as this new school grows. This procedure provides important information for the governing body to consider when making financial and strategic plans for the effective development of the school.

Financial information

41. Financial information has been omitted. This is because there are no figures yet for a complete financial year, as the school opened in September 2002. Nevertheless, the governing body has established secure procedures to plan and monitor the budget through the finance committee.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

On entry into school, children's attainment is very wide-ranging, and overall, is broadly as expected for their age in all areas of learning. By the end of the Foundation Stage, children achieve well. Almost all are on course to achieve the ELGs, with a significant proportion set to exceed them, in all the areas of learning. This is due to very good provision, good teaching and very good leadership.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Teaching is very good, with outstanding practice observed.
- Excellent relationships.
- There are excellent strategies for developing independence and responsibility.

Commentary

42. Excellent relationships between staff and children contribute very effectively to children's very positive attitudes and their understanding of right and wrong. Adults foster children's independence, ensuring that resources are easily accessible to children, and that there is a very good balance of activities taught by adults and those initiated by children. Teachers use snack times as very good opportunities to develop children's social skills.

Example of outstanding practice

How a constraint on physical development is re-defined as an opportunity for personal and social development.

An important opportunity has been provided for children to develop independence and responsibility. Although the outside play area for children under five is not easily accessible to one of the two Reception classes, the skilful Foundation Stage co-ordinator has devised a way of turning this constraint to advantage. In pairs, children are given the responsibility for taking a 'timer', when going to the play area, where they are well supervised by an adult. They are trusted to return to their class independently when the timer buzzes, taking care to give it back to their teacher, ready for the next pair to have their turn outside. The children's response is excellent and demonstrates how a constraint on the teaching of young children can also be an opportunity for learning, if it is viewed positively. The skilled teacher has turned a constraint into an outstanding opportunity for learning and for developing children's personal and social skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Teaching is good.
- This area of learning is very well led and managed; teaching assistants support learning very well.
- There are very good assessment procedures and good use is made of assessment to guide planning.
- Occasionally, some children are unsure of the purpose of some activities.

Commentary

43. This area is taught well. As a result, children, including those with SEN, achieve well or very well. By the end of the Reception Year, most are set to attain securely and many to exceed, the ELGs. Teaching assistants support children very well, enabling them to make at least good progress. Teachers have very good command of this area, and support for language development permeates Reception class life and work. Strategies for teaching reading and writing skills successfully capture children's interest, and they respond eagerly. There is sufficient challenge for more able children. Teachers provide good opportunities for children to match sounds with letters, and some children recognise familiar letters, sounds and words. Many enjoy stories, understand their structure and know that print carries meaning. Some children form letters correctly: a few write independently and for different purposes, such as writing birthday cards and invitations. Occasionally, when some are unsure of the purpose of the activity, they lose interest.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses:

- Teaching is good, with some very good lessons.
- Children achieve well, or very well.
- High expectations of staff.
- Very effective use of 'real-life' resources.

Commentary

44. Teaching is good and some is very good. The result is good or very good achievement by the children, including those with SEN. Most are set to attain, and many to exceed, the ELGs by the end of Reception. A very good balance of adult-directed and child-initiated activities encourages children to practise, consolidate and extend their skills, both independently and co-operatively. Teachers have a very structured approach to teaching this area and ongoing observational assessments are used well to guide planning. They very effectively use resources relating to children's experiences, such as birthday cards, to teach numbers 1 to 5, and beyond, which captures their interest. Excellent use of a timer in the outside play area effectively contributes to their understanding of time, as well as their independence. By the end of the Reception Year, most are on course to count reliably to 10, and well beyond for some, and they begin to understand addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Teaching and learning are good.
- Learning opportunities are very good.
- Good organisation of purposeful play activities.

Commentary

45. Most children are set to achieve or exceed the ELGs by the end of the Reception Year. They make at least good progress as a result of good teaching. Teachers' very secure command of this area and effective organisation of purposeful play activities enable children to learn at a brisk pace. Teachers plan very good opportunities for children to investigate the growing of beans and sunflowers, learn how they have changed since babyhood and make visits to local places to foster a sense of curiosity, time and place and enhance their understanding of the world. Teachers encourage the children to use computers and many are beginning to control the mouse independently and recognise many letters on the keyboard.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision for both physical and creative development is **very good**.

Main strengths and weaknesses:

- Teaching and learning are very good in both areas.
- The secure outdoor play area provides a very good resource and it is used very well.
- Access to the outside play area is limited for one Reception class.
- Stimulating activities promote children's creative development.
- Intervention by adults in children's role-play is very effective.

Commentary

46. As a result of very good teaching, most children achieve very well and are likely to attain or exceed the ELGs by the end of the Reception Year in both areas. Children are taught cutting, threading and handling small tools to help them gain safe control of their fine physical skills. Regular, planned use of the outdoor play area and very good physical education lessons effectively encourage the development of children's controlled movement. Very good use of positional, such as over and under, language contributes very well to both mathematics and vocabulary development. It is unfortunate that one Reception class does not have easy access to the very good outside play area. However, as outlined earlier, the skilled co-ordinator has turned this constraint to advantage, by using it as an excellent opportunity to promote children's personal skills. Teachers plan stimulating activities, such as creating elephant masks, enabling children to explore colour, texture and shape with growing skill. Adults intervene actively in very well planned opportunities for role-play to develop children's language skills and encourage imaginative play.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- Pupils achieve well.
- The quality of teaching and learning is good in both the infants and the juniors.
- The subject co-ordinators monitor the subject well and take effective action when weaknesses are identified.
- Although other resources are good, the school does not have a good enough library.

Commentary

47. Pupils arrived in the past year with varying standards of attainment. The school assessed their attainment and uses this very well to plan the pupils' further learning. This ensures that good support is given to those pupils that need it and suitable challenge is provided for the higher attaining pupils. In this way, the school ensures that all pupils, including those with SEN or who are learning EAL, achieve well. Consequently, standards are rising as pupils benefit from spending longer at the school and their attainment at the end of Year 2 and Year 6, currently, is broadly in line with the national average.

48. Although few pupils took the tests last year, and they had only been in the school a short time, the test results were analysed and evaluated by the school to identify weaknesses in their learning. This showed a weakness in pupils' phonic skills and, linked to this, their writing skills. Consequently, the school was focusing on developing pupils' writing skills at the time of the inspection. This careful analysis of pupils' prior learning and matching the learning intentions to the pupils' identified learning needs is having a significant impact on raising standards. Pupils in the infants are becoming more confident in tackling unknown words that they encounter in their reading through applying their improving knowledge of the sounds of letters. Pupils in the juniors read with good expression and confidence. They enjoy books and talk enthusiastically about their favourite books and authors. Unfortunately, there is no established library to enable them to extend this enthusiasm for books and to develop their research skills. The new school was not built with a library and the school has difficulty in finding a suitable site for one with some bookcases currently in the corridor. Pupils' writing is also improving as teachers focus on developing pupils' skills. During the inspection, for example, lessons for the youngest pupils focused on creating simple, complete sentences, through the importance of placing commas correctly, whilst the oldest pupils were planning paragraphs for writing about their findings in science.

49. The quality of teaching is good with some teaching of a high quality. Teachers plan lessons very well with a clear focus on what they want the pupils to learn. This is shared very clearly with the pupils in all classes and enables them to know what they are learning and why. All lessons have activities with three levels of difficulty to match the varying learning needs of the pupils. With a brisk pace to the lesson and high expectations of what the pupils can achieve, these elements help pupils to learn effectively. They enjoy lessons and concentrate well to complete the tasks set for them. Resources are good, and are used effectively to support pupils' learning although there is little support available from teaching assistants for all except the youngest pupils. Teachers evaluate the success of each lesson and they are developing effective systems to monitor pupils' learning in lessons. Marking is used well to assess pupils' learning and regular homework is helping to improve and extend pupils' literacy skills.

50. There are two experienced co-ordinators and they have quickly identified weaknesses in pupils' learning and established practices to address them. Additional time is currently given to the development of pupils' literacy skills, which the school has identified as being central to their learning in all subjects, and this time is used well although it does limit the time available for other

subjects. All teachers are observed teaching regularly by the co-ordinators and they monitor teachers' planning. Areas for development are identified rigorously and shared with teaching colleagues. The leadership of the co-ordinators is having a significant impact on raising standards.

Language and literacy across the curriculum

51. Good opportunities are taken to develop pupils' literacy skills across the curriculum. For example, pupils' writing in science was brought to a literacy session to consider how best to organise factual writing. This provided a good basis for considering the uses of paragraphs. Although teachers take good opportunities to develop pupils' writing skills in lessons other than English planned opportunities to achieve this have not yet been fully identified in teachers' planning. The school has, of course, only been open for one year and the co-ordinators are already developing good ideas about how this might be achieved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- The quality of teaching and learning is good in both infants and juniors.
- The subject is very well led and managed.
- Assessment procedures are good.

Commentary

52. Pupils currently in both Year 2 and Year 6 attain broadly average standards and they achieve well. Scrutiny of pupils' work indicates that pupils, including those with SEN or who are learning EAL, have made good progress since arriving at the school. This is the result of good teaching and very good leadership of the subject that supports pupils' learning effectively. Little difference is evident between the attainment of boys and girls.

53. Teaching is consistently good across the school, with some excellent teaching seen at the end of Year 6. As a consequence of the good teaching, pupils, including those with SEN and those who speak EAL, achieve well.

54. In an excellent Year 6 lesson in the computer suite about measuring angles, the teacher's outstandingly structured approach to the subject and very brisk recall of previous learning ensured that the work built carefully on what pupils already knew and extended their skills very well. The teacher effectively included aspects of literacy by asking pupils to 'define *angle* and *degree*, as you would find them in a dictionary'. This encouraged the use and understanding of correct numeracy terms. As a result, pupils described calculations and methods clearly, effectively using relevant vocabulary. The teacher's enthusiasm and skilled use of the interactive white board captured the interest of all the pupils, promoting very high achievement in understanding shape, angles and degrees. His very secure subject command and very high expectations ensured that pupils of all abilities were suitably challenged and they became completely absorbed in their tasks. This stimulated pupils into making exceptional efforts to measure angles very accurately to the nearest degree, and appreciating degrees as a measure of angle. Excellent relationships and lively, challenging questions encourage pupils to think for themselves. Mutual respect is evident, with the teachers valuing pupils' ideas and enthusing them to work both collaboratively and independently. This fosters their personal development very well while extending their skills and making learning fun.

55. Pupils gain confidence in using and applying their mathematical skills to problems because problem solving is addressed well throughout the school. Teachers have a very good command of mathematics, and are confident about approaches to learning that lead pupils to achieve well and work productively. Teachers expect the most of pupils and set challenging work that is well matched to their capabilities, which enables them to make good or better progress. They manage pupils very well and, as a result, behaviour is very good and pupils try hard. New initiatives are already having a positive effect on pupils' concentration and efforts. Teachers organise activities and groups effectively, but where lesson introductions are too long, pupils become distracted and learning slows down. Where the pace of lessons becomes slow, they lose interest, inhibiting their progress. Homework is used very well to support pupils' learning and to reinforce skills.

56. Pupils with SEN, and those who are learning EAL, are supported well by teachers and teaching assistants and they make good progress. However, the number of teaching assistants is far less than in most schools, and is not enough to support teachers and pupils fully in class. Assessment procedures are good and teachers use assessments effectively to guide planning. The setting of targets for all pupils is becoming established, to help pupils to know how well they are doing and how to improve. Assessments are analysed effectively to identify pupils' strengths and weaknesses and to set them targets.

57. The leadership of the subject is very good. The co-ordinator has a good overview of the strengths, areas for development and future direction for the subject as a result of his rigorous monitoring of teaching and learning. This is helping to raise the competency of all teachers.

Mathematics across the curriculum

58. Mathematics is used effectively in other subjects, such as when tables and graphs are used in science and geography or when mathematical programmes are used in information and communication technology (ICT). This is planned systematically. The use of ICT to support mathematics is very effective and the co-ordinator has already identified the need to further develop the use of ICT across the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Teaching and learning are good.
- Standards are improving.
- Pupils achieve well.
- Skills of scientific enquiry are well addressed.

Commentary

59. Standards of pupils currently in Year 2 and Year 6 are broadly average. The school had appropriately focused on literacy and numeracy last year but has responded quickly to the low science results in Year 6 by increasing the allocation of time for science and arranging for teachers to visit schools that attain high standards in the subject. The school is also reviewing its monitoring and evaluation procedures for science. Importantly, however, there has been a very high level of pupil mobility, with pupils with limited enquiry skills transferring from other schools. Indeed, the measures the school has taken to address this potential weakness have been rapid and effective, and standards are now judged to be average. Scrutiny of pupils' work shows that pupils, including those with SEN or EAL, have made at least good progress since arriving at the school.

60. Teaching is consistently good in the infants and juniors, with some very good teaching seen in Year 2. Work is well adapted for pupils with SEN, and for the more able. Teachers manage pupils and use resources very well. They effectively emphasise a practical, investigative approach to pupils' learning, leading to improvements in pupils' enquiry skills. Some outstanding features of teaching, linked with very effective learning opportunities, were seen in a Year 2 lesson, when science, design and technology and literacy were inter-linked to provide a range of connected experiences. This was observed when pupils investigated how their bodies move in different ways. High quality questioning made pupils think for themselves and built upon previous learning very well. Consequently, pupils extended their vocabulary by using such terms as 'ball and socket' and 'hinge' joints to describe the moveable model skeletons they had created very effectively using design and technology skills. The teacher made very meaningful links with literacy, using guided reading very well with groups to find out about bones from non-fiction books. Outstanding practical investigations, organisation, deployment of adult helpers, exciting use of X-ray pictures and plastic skeletons stimulated pupils of all abilities to achieve very well in understanding the human skeleton and in developing their skills of enquiry.

61. The subject co-ordinator has recently taken responsibility for the subject. Through close liaison with the headteacher, who was the previous co-ordinator, she is developing an effective overview of strengths and areas for future development. Good use is made of events such as a science day to enrich the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses:

- Teaching is good.
- The well-equipped computer suite provides a good resource for teaching.

Commentary

62. Standards generally meet national expectations at the end of Year 2 and Year 6. The computer suite is well equipped with a good number of computers and high quality teaching aids. All teachers use the computer suite on a timetabled basis and they feel confident in teaching the subject. Teaching is good and develops pupils' skills systematically and well. This is important, as many pupils arrive with limited skills in the subject. The co-ordinator observes all teachers, and his expertise and enthusiasm is helping to improve standards and teaching across the school.

63. Many pupils arrived at the school in the past year lacking basic skills in the subject. Teachers assessed these skills and a carefully planned programme was quickly implemented ensuring that they were learned. Pupils make good use of word processing, with even children in the Reception combining text with simple pictures. Although there was not a great deal of pupils' work to examine, it is clear that they use ICT to produce writing in a range of forms. This includes story writing, note taking and lists that they combine with images. They make sound use of databases and produce graphs that they interpret correctly. Use is made of programmable toys in the infants and control technology programmes in the juniors to develop their knowledge and skills securely.

64. Although teaching appears variable, it is generally good. In one very good lesson seen, instructions were very clear because effective use was made of the high quality teaching aids in the computer suite. The learning intention of the lesson was specific and relevant to the pupils' learning needs. The basic skills of cutting and pasting were introduced simply with a good exercise to develop and consolidate them. Pupils respond very well with enthusiasm and they work very co-operatively at the computers.

Information and communication technology across the curriculum

65. The school has established good use of ICT across the curriculum in only one year. All years make good use of the technology to develop literacy and numeracy skills. Research skills are developed in humanities when creating a newspaper article about King Tutankhamen's tomb and when researching the Grand Canyon. In art and design, a graphics program is used for a variety of purposes, including making calendars, and pupils of all ages create titles and explanations of their work. This shows an awareness of the intended audience and demonstrates skill in selecting an appropriate font, size and colour.

HUMANITIES

66. No geography or history lessons were seen in the infants or the juniors. Inspectors examined a sample of pupils' work and teachers' plans.

67. In both subjects, pupils' work seen and teachers' plans demonstrate that teachers have appropriately high expectations of pupils, they plan effectively and use the good resources well. Throughout the school, pupils' literacy skills are used effectively in written recording of their work and in developing an appropriate vocabulary. In history, pupils in Year 2 develop a satisfactory sense of changes in the past through comparing the seaside today with a hundred years ago. Year 6 pupils study the Ancient Egyptians, developing a sound understanding of the characteristics of past times. Year 2 pupils develop sound geographical skills in local scale studies due to an effective emphasis on fieldwork in the local environment, whilst pupils in Year 6 develop satisfactory knowledge of rivers. They use ICT effectively, to research the internet for weather information. Numeracy skills are used well in geography, for example, in comparing heights of mountains and to create graphs and charts.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Pupils achieve well.
- Planning is effective.
- Resources are good.

Commentary

68. Pupils attain standards broadly in line with the expectations of the locally Agreed Syllabus at the end of Year 2 and Year 6. Pupils, including those with SEN, achieve well across the school. For example, Year 2 pupils develop a sound understanding of Christianity and Judaism. They are familiar with some of the stories Jesus told, such as 'The Lost Sheep'. Year 6 pupils have a satisfactory knowledge of these religions as well as Islam. They have studied pilgrimages and relate these appropriately to 'My Life Journey'. Pupils' literacy skills are used effectively in written recording of work and vocabulary development. Work seen reveals that teachers effectively plan a broad and balanced programme based on secure subject knowledge, their expectations are appropriately high and the good resources are used effectively. The statutory requirements of the locally Agreed Syllabus are met.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. A limited amount of pupils' work was seen in art and design, and design and technology. Resources for music and physical education were examined although no lessons were seen.

70. The school environment is enhanced by a number of displays of pupils' work in art and design, and design and technology. These include a very attractive and detailed collage in the form of a plan of the school. Each class has been decorated with symbols to represent the class names and the detail and quality of the work indicate that some pupils produce work to a high standard. Pupils work with a range of media and teachers plan for work that fully covers the programmes of study of the National Curriculum. Resources for music are very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in PSHE is **very good**.

Main strengths and weaknesses:

- Planned curriculum provision is very good.
- Very good procedures address pupils' personal development.
- School has implemented very good innovations for this aspect of the curriculum.

Commentary

71. The school provides very effective PSHE, including sex and relationships education and attention to drug misuse. A mobile classroom, 'The Life Education Centre' visits the school each year to assist with sex and relationships education and awareness of drugs misuse. Pupils also participate in a 'Drug Awareness Resistance Education' (DARE) project, which further enhances this aspect of the curriculum.

72. To promote PSHE, the school has implemented a number of new developments, including 'emotional literacy', 'shake and wake', 'drink to think', 'walk to school' and the healthy eating project. These initiatives are being introduced enthusiastically by the whole staff, and are already beginning to have a very positive effect on pupils' confidence and learning, helping them to gain a better understanding of the importance of a healthy way of life.

73. Personal, social and health education (PSHE) is taught as a separate subject as well as being reinforced throughout school life. Activities such as 'circle time' sessions to raise awareness of personal development issues are becoming well established. These enable pupils to become mature, self-assured, friendly young people who are considerate of others. The school council, the buddy system, involvement in charity events and visits provide very good opportunities for pupils to develop their personal and social skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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