

INSPECTION REPORT

GROVE HOUSE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107242

Headteacher: Mr M J Hayes

Lead inspector: Ms M D'Arcy

Dates of inspection: 24th – 26th May 2004

Inspection number: 256294

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	424
School address:	Myers Lane Bradford West Yorkshire
Postcode:	BD2 4ED
Telephone number:	01274 636921
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Leach
Date of previous inspection:	XX/XX/XX

CHARACTERISTICS OF THE SCHOOL

This larger than average sized school was formed in 2000 as a result of the reorganisation that was happening within the local education authority. It now caters for 449 boys and girls between the ages of three and eleven. All except the 51 nursery children attend full time. Most pupils are of white British heritage, but 30 per cent are from a variety of minority ethnic groups, mostly Asian Indian and Pakistani. While many of these pupils speak English as an additional language, only two are at an early stage of learning English; the rest do not require any additional support to help them understand the curriculum. The proportion of pupils with special educational needs is well below the national average, as is the proportion with a statement of special need. The range of needs includes pupils with severe learning difficulties, physical difficulties, social, emotional and behavioural difficulties, and speech and communication difficulties. Twelve per cent of pupils are entitled to free school meals, which is broadly average; however, this is not a realistic representation of the economic disadvantages of the area. Most children remain at the school for their entire primary education. Children's overall attainment when they begin school is below what is normally expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms Margot D'Arcy	Lead inspector	Art and design English as an additional language
11358	Mrs Victoria Lamb	Lay inspector	
23276	Mrs Margaret Mann	Team inspector	English History Music Religious education
11528	Mr Michael Wainwright	Team inspector	Mathematics Information and communication technology Geography Physical education
24073	Mrs Marita Hopkinson	Team inspector	Science Design and technology The Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school that is showing good signs of improvement. Standards in English and mathematics are not high enough, which is the result of past underachievement. Currently pupils are achieving as least satisfactorily in these subjects. Achievement in science is unsatisfactory, however, and not all reception children make as much progress as they could. Teaching is mostly good. The school is being well led by the recently appointed headteacher. Governors and key management staff also make a good contribution. Pupils' personal qualities are promoted well. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- There are strengths in leadership from the new headteacher and from key subject leaders, but not enough checks are made on the quality of teaching and learning
- Most of the teaching is good
- Standards in writing are developing, but pupils are not yet reaching their potential in this area
- Pupils do not get sufficient opportunities to develop and apply investigative skills in science
- Standards and achievement in religious education (RE) and art and design are good
- The provision for reception children does not challenge them all sufficiently well
- Effective provision for pupils' personal development results in good behaviour and attitudes
- All pupils are given the same opportunities to take part in the curriculum, which is enriched by a good range of additional activities
- The school has established very good links with parents and provides a high level of care for pupils

This is the school's first inspection so judgements about improvement are not made.

STANDARDS ACHIEVED

While standards at the end of years 2 and 6 are mostly below average, most pupils achieve **satisfactorily** in English and mathematics. The well below average English results in the table below and in year 2 test results reflect pupils' weak writing skills. Achievement in reading, speaking and listening is good and standards in these elements are broadly average. This is not the case in science where infant and junior pupils underachieve because of limited opportunities to investigate. Throughout the school, boys and girls do equally well. Pupils at an early stage of learning to speak English make satisfactory progress. Other pupils from minority ethnic groups who are competent English speakers do as well as their classmates.

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E - very low (in the bottom five per cent nationally)*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Although most pupils with learning difficulties do not reach average standards, overall they make satisfactory progress toward the targets that they have been set. In lessons, they often achieve well in response to a good level of additional adult support. Throughout the school, pupils achieve well in

information and communication technology (ICT) and reach the expected standards. There is also good achievement in RE and art and design where standards are above those expected. Standards and achievement in physical education (PE) are satisfactory by the end of year 6. There are weaknesses in music, however, where standards are below expectations. Nursery children achieve well, benefiting from stimulating activities and opportunities to organise some of their own work. The same type of organisation exists for reception children, but does not have as positive an impact. This is because the level of challenge in the activities and the quality of adult intervention is rarely different from that given to nursery children. Weaknesses in the use of assessment information for these children also limit their learning.

Pupils' attitudes to school and their behaviour are good. They show very good interest in school and get along with each other very well. Their spiritual, moral, social and cultural development is also **good**. The school has effective procedures to check on and promote attendance which, along with punctuality, is satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a **satisfactory** education. The overall quality of teaching is **good** in years 1 to 6, with particular strengths in the juniors. Teaching for nursery and reception children is satisfactory. The use of assessment information is satisfactory overall and good in English and mathematics. While the curriculum is satisfactory for infants and juniors, with some good features, there are weaknesses in science and in the way that learning is planned and organised for reception children. The wide range of visits, visitors and extra-curricular clubs and activities enhances learning opportunities. The quality of accommodation and resources is good overall. Pupils' health and safety is given a high priority and they receive good advice and guidance on their work and personal development. Pupils' views are regularly sought and taken seriously. Links with parents are very good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher, deputy and key co-ordinators have high aspirations for pupils' achievement and work hard to ensure that all are fully included in what is offered. Management is satisfactory. Governors are an effective team and make a good contribution to the way the school is run. However, they have not ensured that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the education provided and have no significant concerns. In discussions, pupils also expressed very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise standards in writing
- Raise standards in science, particularly pupils' investigation skills
- Ensure that the provision for reception children challenges them all, taking account of their range of abilities
- Provide more opportunities for co-ordinators to check on the quality of teaching, learning and provision

and, to meet statutory requirements:

- ensure that the governors' annual report contains all of the required information
- ensure that the school provides daily collective worship

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below average in the core subjects, particularly in writing and in the experimental and investigative aspect of science. However, with the exception of science, pupils in years 1 to 6 are achieving at least satisfactorily. Children in the foundation stage¹ achieve satisfactorily overall.

Main strengths and weaknesses

- While children in the foundation stage achieve satisfactorily overall, nursery children progress at a faster rate than those in reception
- In years 1 to 6 pupils achieve well in reading, speaking and listening and reach broadly average standards
- While standards in writing and mathematics are below average they are showing good signs of improvement
- Pupils have fairly secure scientific knowledge but their skills in this subject are unsatisfactory
- Pupils achieve well in ICT, RE and art and design, but their singing skills are weak

Commentary

1. On beginning nursery many children's standards are generally below what is expected for their age. During their time in the school's foundation unit, nursery and reception children make overall satisfactory progress. However, nursery children tend to achieve better than those in reception because the planning of work and the quality of teacher intervention does not always provide enough challenge for reception children. However, all children achieve well in the areas of personal, social and emotional development and mathematics where standards are broadly as would be expected by the end of the reception year. Standards in communication, language and literacy are below expectations by the end of reception. While achievement in this area is satisfactory it is not always as good as it could be for reception children. Progress in physical development is satisfactory, with some strengths and some weaknesses. For example, there are good, ongoing, opportunities for children to be involved in physical activity in the outdoor classroom but in PE sessions reception children do not always reach their potential. Consequently, while standards in this area are broadly in line with what is expected they could be higher. There was insufficient evidence to form secure views on standards and achievement in knowledge and understanding of the world and in creative development.
2. Year 2 results in national tests in 2003 were broadly average in reading, but below average in writing and mathematics when compared to schools nationally and those in similar contexts. Over the past few years test results have shown some decline. However, standards in English and mathematics are now beginning to rise in response to effective teaching and revisions that have been made to the curriculum, for example, to improve writing. While achievement over time is satisfactory, currently some good gains are being made in all three subjects.

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

Standards in:	School results	National results
reading	16.1 (16.0)	15.7 (15.8)
writing	13.9 (14.0)	14.6 (14.4)
mathematics	15.6 (16.0)	16.3 (16.5)

¹ Nursery and reception

There were 53 pupils in the year group. Figures in brackets are for the previous year

3. In 2003 teachers assessed year 2 pupils' overall standards in speaking, listening, and science as well above average. Inspection evidence differs somewhat from this. While pupils achieve well in speaking and listening, skills are no higher than average by the end of year 2. In science pupils make good gains in leaning knowledge, for example, about life processes and living things, but do not achieve as well as they could in relation to learning key skills of investigation. These differences reflect some weaknesses in teacher assessment, particularly in science where systems are not well developed.
4. In 2003 year 6 pupils' national test results were very low in English and well below average in mathematics and science. Compared to similar schools, these results were well below average in English and below average in mathematics and science. However, from this fairly low point, standards in English and mathematics have begun to rise. The underachievement that had occurred in the past, particularly in relation to writing, has been stopped. During the juniors pupils achieve well in reading, speaking and listening, and satisfactorily in writing. As with infants, pupils are making some good gains in learning scientific facts, but skills in this subject are not high enough. In this element pupils are underachieving and this is suppressing test results.

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

Standards in:	School results	National results
English	23.0 (27.3)	26.8 (27.0)
mathematics	25.5 (26.0)	26.8 (26.7)
science	26.5 (27.7)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

5. Over time, there are no significant differences between boys' and girls' achievement in any subject, although there have been some marked differences, both ways, in specific years. In general, all groups of pupils, including potentially higher attainers and those learning English as an additional language, are now achieving at least satisfactorily. In science some higher attainers do not reach the standards of which they are capable for the reasons stated above. Overall, the school has high expectations of what pupils can achieve and sets appropriate targets for them to reach in the national tests. Whilst there are some weaknesses in the formulation of individual education plans (IEPs) for pupils with special educational needs, these pupils achieve at a similar rate to their classmates because of the good level of additional adult support that they get.
6. All pupils make good progress in ICT and standards are in line with what is expected by the ends of years 2 and 6. Achievement is also good in RE and in art and design, where standards are above those expected. In PE pupils make satisfactory progress and reach the expected standards by the end of year 6. Throughout the school standards in singing are below those expected. The school has recognised this and has plans to address the weaknesses in provision that limit pupils from achieving as well as they could. There was insufficient evidence to make secure judgements about standards and achievement in other subjects. However, the sampling of work and discussions with pupils about their knowledge and understanding in design and technology, geography and history suggests that standards are at least in line with what is expected by year 6.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes towards school and behave well. Their personal development is good. Attendance is satisfactory and most pupils arrive at school on time.

Main strengths and weaknesses

- Pupils show a very good level of interest in school life
- Behaviour is good
- The school's very effective systems to deal with any form of harassment give pupils confidence
- Pupils' moral development and cultural awareness is promoted well

Commentary

7. Pupils' personal development is good. They have good attitudes towards school and are very interested in what is provided for them. Good working habits develop and most pupils work sensibly, showing interest in what they do. Pupils are responsive in lessons and express ideas confidently. They respect one another's differences, get on together and work well collaboratively. For example, in a year 3 English lesson, pupils were interested in each other's ideas and helped one another find rhyming words for poems. They responded very well to the teacher's encouragement and almost all were keen to read out their poems at the end of the lesson.
8. Pupils behave well in many situations, showing respect for each other and the adults who teach and look after them. A new playground game was used particularly well when pupils organised themselves into three teams, encouraged each other and helped those who needed it so that they could join in fully. Pupils with special educational needs are helped to form positive relationships and to understand the reasoning behind the school's rules. The few pupils who do not always behave as well as the school expects are managed well by staff. The ultimate sanction of exclusion from school is rarely used. Four pupils were excluded for a short period last year for appropriate reasons. The school has very effective systems to deal with any form of harassment. This helps children to feel confident in school and informed about how to deal with any unwelcome attention should it occur. The school's records show, and pupils and parents say, that there are now few such incidents, reflecting an improved situation during the past year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	303	3	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – Indian	41	0	0
Asian or Asian British – Pakistani	41	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	10	1	0
Black or Black British – Caribbean	6	0	0
No ethnic group recorded	3	0	0

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

9. Pupils' moral development is promoted well in many contexts, including assemblies. This is reflected in their good behaviour, awareness of moral issues, and respect for adults and each other. Pupils demonstrate good social skills. They are polite and, for example, pupils of all ages chat happily to each other during lunchtime and breaks. Cultural development is promoted well, for instance through the good range of visitors and visits, such as to museums and places of worship. RE in particular helps pupils to develop a good understanding of the multicultural nature of society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.5
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is satisfactory with a number of strengths.

Teaching and learning

The overall quality of teaching and learning are good. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching for pupils in years 1 to 6 is good overall, with particular strengths in the juniors
- Teaching assistants make an effective contribution to supporting teaching and learning
- Pupils with special educational needs receive good support from teachers and other staff, but not enough use is made of their IEPs in planning their work
- While there is some good teaching of children in the foundation stage, reception children are not always challenged enough
- Assessment in English and mathematics is good but it is not effective enough in science or for children in the foundation stage

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
1 (2%)	7 (15%)	18 (40%)	16 (35%)	3 (7%)	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.

10. Good teaching was seen in all of the year groups 1 to 6, but there were particular strengths in the juniors, especially in years 6 and 3. Almost 30 per cent of the teaching in the juniors was of a very good standard and some was excellent. Throughout years 1 to 6 teachers show good subject knowledge in their explanations to pupils. They also make effective use of stimulating resources and a range of methods to hold their attention and motivate them. For instance, there are regular opportunities for pupils to discuss new ideas, mathematics problems or word meanings with a partner before offering views or answering questions. Teachers' questioning

skills are effective in enabling all pupils to take a full part in lessons; they are set at different levels so all can achieve success. This builds pupils' self-esteem and makes them keen to learn. The very good relationships between teachers and pupils and the high expectations teachers have of pupils' behaviour also work well to this end, with pupils listening respectfully and trying hard to please. Where teaching is particularly good a sense of urgency pervades the lesson; pupils are keen to answer questions, hear what comes next, and begin their work. In most lessons pupils settle quickly to tasks and produce a good amount of work in the time allowed. Throughout years 1 to 6 the overall quality of teaching was particularly good in promoting learning in English, mathematics, ICT and RE.

11. Throughout the school teaching assistants are used effectively, particularly to support those pupils with learning difficulties. These pupils are taught well and, overall, make good gains because staff devote additional time to helping them. However, not enough use is made of their IEPs to ensure that the work they are set matches their needs and helps them achieve their targets.
12. Teachers and support staff in the foundation stage put a lot of effort into working as a team and much of this is very successful. The extensive opportunities that they provide for children to learn personal and social skills results in good learning in this aspect. Speaking skills are also promoted well, with staff setting good role models. Some effective learning of mathematics was seen from reception children in response to the teacher's high expectations. Some good learning also takes place when children, especially the youngest, are engaged in activities that they have chosen for themselves, regulating their own pace and level of involvement. However, for older and more able children learning in these situations often lacks depth. This is because the level of adult intervention is neither structured sufficiently well nor is it particularly different from that provided for nursery children. Some unsatisfactory teaching of reception children was seen. In these lessons, learning was hindered because expectations were not high enough and children were not always managed effectively.
13. There are effective systems to assess pupils' attainment in all subjects, with an emphasis on English and mathematics. In these two subjects pupils are tested in each year to see if they are making the progress expected of them. Note is taken of any underachievement and extra provision made where possible, such as additional booster lessons. Records are maintained so that each pupil's progress through the school is quite clear. Results of national tests are analysed so that attention can be given to improve weaker aspects. Assessment helps teachers set pupils targets so that they are aware of how to improve. All of this is having a positive impact on standards and progress in English and mathematics. In science, however, these practices are not followed, so weaknesses that exist in investigative work have not been identified. There are also weaknesses in the assessment systems for children in the foundation stage. Here staff make a range of observations of individual children and collate these in profiles that provide a comprehensive picture of each child's development. However, not enough use is made of this information to plan the teaching and work for children in focused sessions or to guide the interventions that are made by adults in children's independent work.

The curriculum

The curriculum for all pupils is satisfactory. The standard of accommodation and resources is good.

Main strengths and weaknesses

- There is very good provision to ensure that all pupils are able to take part in what is provided
- The school has made some useful changes to ensure that the curriculum for English and mathematics is supporting its drive to raise standards
- In science, there are too few opportunities for pupils to learn through investigation
- The foundation stage curriculum is not planned in sufficient depth to meet the varying needs of many reception children
- A good range of visits and visitors enriches learning experiences

- There is generally a good range of extra-curricular activities, particularly in sport, that enhance learning

Commentary

14. The school provides a curriculum that meets the needs of all the pupils. In lessons, teachers work hard to ensure that all are fully included and that work is matched to needs. In particular, very good support is given to those pupils who have statements of special need. Attention is given to meeting the physical needs of those pupils who require this, so securing their good involvement in all activities.
15. Through analysis of pupils' test and assessment results, some changes have been made to the English curriculum to support action to raise standards. For example, time is organised to allow pupils to produce extended pieces of writing; improved standards are already being seen because of this. There is also a good emphasis placed on promoting basic numeracy skills. In this subject, and in English, pupils are organised into groups based on ability with smaller teaching groups in year 6. Here, again, the impact on standards and progress can be seen. While there is good understanding of the national strategies for teaching literacy and numeracy, there are some weaknesses in the science curriculum. Specifically, the provision for promoting pupils' investigative skills is unsatisfactory.
16. The curriculum for nursery and reception children is satisfactory overall, with strengths in organisation and provision for their personal, social and emotional development, especially skills of independence. The arrangement of learning areas has been very well thought out to stimulate children's interest. However, planning does not provide the scope needed to ensure that all children, and reception children in particular, are sufficiently challenged when engaged in activities that they choose for themselves.
17. The extensive amount of visits and visitors to school provides good enhancement to many areas of the curriculum. These range from working with artists, music groups and authors, to visits to various places of worship, museums of science and history and the Bradford Bulls' study centre. Good use is made of community support, such as the nurse, police and fire service to promote pupils' personal, social, health and citizenship education (PSHCE). Residential visits also make a valuable contribution to this aspect.
18. Many opportunities are provided for pupils of all ages to participate in a variety of sporting activities. These include football, bull-tag, dance, hockey, badminton and athletics. There are fewer opportunities for pupils to engage in additional activities that support learning in the creative and performing arts. The school is aware of this, however, and has plans to increase provision in this area.
19. The school's accommodation is good. It is well maintained and there are additional facilities, such as changing rooms for PE. Resources are mostly satisfactory and are good for nursery and reception children and for PE.

Care, guidance and support

The overall level of care, welfare, health and safety is very good. Pupils are given good support, advice and guidance and the school makes good provision for seeking and taking into account pupils' views.

Main strengths and weaknesses

- The school works very hard to provide a healthy, safe and caring environment for pupils
- Staff are committed to maintaining good relationships with pupils
- The school takes good account of pupils' views
- The learning mentor provides a very effective level of support for some pupils

Commentary

20. The school is highly conscious of its duty of care towards pupils and has developed very good procedures to ensure their wellbeing. Staff know pupils well and pupils know that there is always someone to turn to for help or advice. The school has very good arrangements for the health and safety of pupils. There are ample, suitably qualified, staff to supervise pupils and administer first aid. Procedures for child protection are good. Staff are given sensible guidance about how to deal with any concerns that they may have about a child's welfare.
21. Staff make a point of getting to know pupils. As a result, pupils approach them confidently with news and ideas and to ask for help. Pupils receive a good range of advice and guidance to support them personally and academically. For example, lessons in PSHCE have a positive impact on their attitudes and behaviour. Where marking is good this helps pupils to understand how well they are doing. The involvement of pupils in setting targets for learning and behaviour helps them to share their views with teachers and learn what they need to do to improve. Pupils with special educational needs receive a good level of support from teachers and teaching assistants, which boosts their self-esteem and enables them to work confidently.
22. Arrangements to help the youngest children become familiar with staff and their classrooms before they begin school are good. As part of its commitment to the welfare and the personal development of all pupils the school has appointed a learning mentor who plays a significant role in supporting identified pupils; for example, those who find difficulty in maintaining a good attendance record or who need support to maintain the high standards that the school sets for behaviour.
23. Pupils are well involved in the work of the school. Staff seek their views on new developments and take account of them well. The school has introduced a school council to give all pupils a voice in what happens and they make sensible suggestions. For instance, pupils recently suggested a range of improvements to the playgrounds and are pleased with new quiet areas and play equipment. Pupils of all ages help with the smooth running of the school, for example, through taking on jobs in classrooms. Older pupils have the opportunity to work as monitors.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community and other schools and colleges are good.

Main strengths and weaknesses

- The school is committed to working closely with parents and involves them very well, including seeking and acting on their views
- Parents receive very good information that enables them to contribute well to their children's learning, but some statutory information is missing from the governors' annual report to parents
- The school has established some good links with other schools and the wider community that benefit pupils' learning and personal development.

Commentary

24. Partnership with parents has a high priority. The school is particularly eager to consult parents when considering new developments and to listen to their views or any concerns about their children. Questionnaires show that most parents are very satisfied and that where concerns are expressed the school takes swift action to improve things. For example, the school has provided an extra parent consultation, earlier in the year, to inform parents about how well their children are doing. The school operates an 'open door' policy that enables parents to see the

headteacher or class teachers easily. Several parents regularly work voluntarily in school, accompany children on excursions, and help teachers organise special events which are very well supported by parents and the rest of the school community. Most parents are supportive of their children's work at home. They hear their children read and ensure that other homework is completed and returned on time, often exchanging messages with staff about how their child is getting on.

25. The school keeps parents well informed. In addition to day-to-day opportunities, parents are well provided for with formal consultation sessions and a written report on their children's progress. Reports give parents a good picture of how their child is progressing academically and in their personal development. Targets are provided and discussed with parents at consultation sessions. Good information is provided in the prospectus, which emphasises the attitudes and values that are fundamental to the school, alongside clear information about school procedures, the curriculum and test results. The governors' annual report to parents is also informative, but omits some of the required information. Regular newsletters provide a wide range of additional information to keep parents up to date. Parents of pupils with special educational needs are kept informed about their progress through formal and informal meetings. However, a significant number of parents are not involved in reviewing their child's IEP. The school has already identified this and there are plans to address the issue.
26. The good partnership with the adjacent high school helps prepare the oldest pupils for a smooth transfer, including providing groups of pupils with the opportunity to take part in special projects. The school has established a wide range of links with the local and wider community. Pupils collect food for homeless people as part of their harvest festival and are collecting money to help a Bolivian child attend school. Players from local sports clubs help pupils to appreciate appropriate behaviour and give them good ideas about how to look after themselves and others. Similarly, an annual visit by the 'Life Caravan' providing projects linked to physical and emotional health, supports pupils' personal development and adds to learning experiences in science. Residential trips for older pupils encourage teamwork, build pupils' self-confidence and broaden their horizons.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. Leadership is good and management is satisfactory. Governance is good, but not all statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides a firm steer for the school's improvement
- Key management staff are good role models and share the headteacher's commitment to improvement
- Co-ordinators are not involved enough in monitoring and influencing the quality of standards, achievement and provision
- Evaluation of the provision for children in the foundation stage is not rigorous enough
- Governors make a good contribution to the way that the school is run

Commentary

27. The new headteacher has quickly gained a good insight into the school's work, resulting in the identification of appropriate priorities for improvement. Although he has only been in post for a short time, he has made some effective changes to provision and management systems. The headteacher is well supported by an enthusiastic deputy who is also a good teaching role model for colleagues. Together they form an effective team, with a shared vision for school improvement, firmly based on high expectations of what pupils can achieve. The leadership team, and other co-ordinators, are similarly committed. However, while they have been involved in analysing performance data, not all have had sufficient opportunities to make necessary checks on teaching, learning and provision. This means that they are not as informed as they

should be and in some cases weaknesses, such as those noted in science, have not been identified. However, there are clear plans to involve co-ordinators more in this way.

28. The headteacher's monitoring of teaching has given him a good insight into its overall quality. Where weaknesses were identified support has been provided and is proving effective. After taking stock of the school's position upon his appointment, the headteacher produced an interim school improvement plan covering a year. This identifies appropriate priorities that resulted from the monitoring of English and mathematics; for example, the need to raise standards in writing. While it is satisfactorily detailed, there are no clear action plans from co-ordinators to support the plan, although the production of these is planned within the scope of the priority to develop their roles and responsibilities.
29. The co-ordinator for the foundation stage has worked hard to restructure the work environment and this has paid off in terms of it being well organised and stimulating. There is a strong commitment to the new work systems that allow significant integration of nursery and reception. However, while the philosophy is firmly rooted in good practice for the age group, evaluation of the impact of the new form of organisation on the achievement and standards of different groups of children is not rigorous enough.
30. The recent changes to the role of the special educational needs co-ordinator shows that the school is actively working to improve current provision. There are plans to monitor pupils' progress more rigorously and to introduce refinements to assessment, to help teachers identify pupils and match work more closely to their needs.
31. Governors are an effective team. They are closely involved with the school and have a good understanding of its strengths and weaknesses. They keenly monitor the school's work and, in their role as a critical friend, challenge it to improve and account for its performance. Governors are key players in shaping the school's development.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	985436
Total expenditure	970876
Expenditure per pupil	2106

Balances (£)	
Balance from previous year	30895
Balance carried forward to the next	45455

32. Financial management is good. The school is vigilant in monitoring its finances and using them to best effect for the benefit of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Taught sessions were seen in the areas of communication, language and literacy, mathematical development and physical development. In these and other areas of learning, evidence was also gained by observing children engaging in activities that they had chosen for themselves and by looking at examples of their current and past work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between adults and children are good
- Children develop independence, initiative and confident attitudes to school

Commentary

34. Children achieve well in this area. By the end of reception most will reach the expected goals. Teaching is good. Children are helped to learn the difference between right and wrong. The sensitive way that adults treat children provides a good role model for them. Independence and collaboration are well promoted in the many opportunities that children have each day to choose some of the work that they will do. The organisation of allowing nursery and reception children to mix in these sessions promotes social skills effectively. Children concentrate well and their behaviour is good. They show care and respect for each other and the resources with which they work. Self-help skills are taught effectively; for instance, when changing for PE, children are taught the best way to remove clothes and how to fold them neatly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A good range of opportunities are provided for children to talk and listen
- While there are some strengths in teaching, particularly for nursery children, opportunities are missed to promote the progress of reception children

Commentary

35. Nursery children make mostly good progress. However, the progress of reception children is generally no better than satisfactory and sometimes unsatisfactory. Overall, progress is steady. By the end of reception standards are still below expectations. Talk, however, is well promoted in both the nursery and reception classes. Listening skills receive a good emphasis, but teaching for reception children does not always promote this key skill effectively. Nursery children learn about how books work and the special vocabulary associated with them, such as 'author' and 'illustrator'. Their understanding is heightened by such questions as 'What do you think will happen next?'
36. Progress slows in reception, mainly because planning is insufficiently detailed and does not take enough account of what children already know. Reception children are not always challenged sufficiently through questioning. There are missed opportunities to reinforce key skills, such as the difference between words and letters and the direction in which print is read. In some

sessions, letter sounds are not always taught in sufficient depth. There are ongoing opportunities for children to practise writing. Many work areas have writing equipment and motivate children to, for example, produce their own cards or small books. Structured writing sessions for reception children are taught satisfactorily. However, the level of adult intervention for these children in tasks that they have chosen for themselves (which constitutes about half of the school day) is frequently not at a high enough level to take their learning forward at the rate of which they are capable.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is some challenging teaching of reception children based on high expectations
- Activities are stimulating and enjoyable
- Assessment is not used well enough to match work to children's needs

Commentary

37. Achievement is good overall. By the end of the reception year most children will reach the expected goals. Teachers plan for a good level of challenge in number activities. The good resources and varied methods support effective learning. For example, in the reception classes a large tray with a range of creatures was purposefully used to help children to count and order in tens to make one hundred. In the 'great bug sale' there was a very good range of different sized bugs that children could buy using real money. Shopkeepers also had to select the correct size of box for the bugs, thereby gaining a good understanding of the mathematical idea of mass in a real context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Commentary

38. Insufficient work was seen to make a secure judgement about provision, standards and achievement. However, the range of activities on offer and evidence available indicates that provision is at least satisfactory. The nursery classroom, which was being used as the main focus for the current topic on minibeasts, provided a rich and stimulating environment. For example, a wide collection of snails, slugs and other natural objects gave a real purpose to children's observations. The 'underground experience' with its well designed tunnel entrance, soothing music, soil play area and linked reading material creates a fascinating setting for children to discover and explore. The area is popular with children who enjoy exploring in the soil tray to find creatures, which they then match to pictures. Outdoors, children learn how to use magnifying glasses and search in different habitats as they hunt for minibeasts. Their good observations result in quite detailed drawings and paintings. Good opportunities exist for children to develop early design and technology skills. Past work shows their investigation of various fastenings. During the inspection children made models with commercial and reclaimed resources. They worked with interest and good concentration when using hammers and nails to join pieces of wood, remembering to put on goggles to protect their eyes.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Nursery children show good body control and respond imaginatively to music

- While standards are broadly in line with expectations by the end of reception, reception children are not always challenged sufficiently in PE lessons
- Spacious accommodation, both indoors and outside, enhances the provision

Commentary

39. There are daily opportunities for all children to engage in physical activities. The outdoor provision is good and well focused on developing physical skills such as climbing, balancing, and controlling wheeled toys. A pretend garage gives purpose to children's play and also helps them to practice associated words thereby extending their vocabulary. All children use the school hall for taught PE sessions. Here, nursery children show good levels of co-ordination and achieve well. However, skills are not built upon effectively in reception. While children demonstrate that they can run, jump and move at different levels, they receive little direction to help them improve their work or to show creativity. No opportunities were provided for them to evaluate their work or think of how they could make it better. Overall, expectations in the lesson seen were insufficiently high for the age group at this time of year.
40. In class, children are taught to hold pencils, paintbrushes and other such equipment correctly. They learn to manipulate clay and dough and improve cutting skills in a variety of interesting activities.

CREATIVE DEVELOPMENT

Commentary

41. Insufficient work was seen to make a firm judgement about standards and achievement. However, the range of activities on offer and photographic evidence indicates that provision is at least satisfactory. There are ongoing opportunities for children to paint, draw, make collages and work with malleable materials, such as clay or dough. Overall, the quality of work from children is of a good standard. In particular, they have some detailed drawings of minibeasts from observation. A small range of musical instruments is available for children to explore sounds, but no direct teaching of music is planned in the nursery timetable. Reception children take part in music sessions led by a specialist teacher and achieve satisfactorily. Whilst pretend play is planned for within regularly changing themes children vary in their ability to use their imagination in these contexts. Intervention is not always good enough, for example, to challenge children of different ages and abilities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Initiatives to raise standards in writing are having a positive impact
- Achievement in reading and speaking and listening is good
- Teaching and learning are good

Commentary

42. The school's careful analysis of pupils' test results compared to schools nationally and those in similar contexts has correctly shown that the main weakness is in writing. In response, various strategies have been introduced to raise standards, such as additional time for extended writing and grouping pupils according to their ability. These are showing positive outcomes. While

standards in this aspect are still not high enough, reflecting past underachievement, pupils, particularly in year 6, are currently making good gains and achieving well. Writing is being taught particularly well in year 6. The increased opportunities for these pupils to write at length is having a good effect. Many are now writing imaginatively, extensively and are using good vocabulary and grammar. Elsewhere, the teaching of writing is mostly good. Teachers in years 1 and 2 consistently demonstrate examples of good writing, reminding pupils of the need for accurate punctuation, correct grammar and neat presentation. They give the pupils good experiences in practising different types of writing and consistently try to help pupils to improve their writing by introducing topics that are relevant to their experiences, for example, visiting the 'Life Caravan'. Whilst higher attainers tackle such tasks well, lower attainers need a lot of support and are not yet mature enough to transfer their good ideas into writing.

43. Speaking and listening are promoted well. Teachers in years 1 and 2 speak clearly and emphatically to pupils and plan lively discussions and good opportunities for drama and poetry recitation. The good relationships adults engender gives these young pupils confidence to express ideas. This good rapport continues in the juniors. Higher attainers are well challenged to use ambitious vocabulary when explaining and contributing to discussions. Effective oral preparation for writing in different forms, including plays and poetry, allows pupils to collect their thoughts before expressing them verbally and, ultimately, in writing. Opportunities for pupils to discuss work with partners, in a range of subjects, are particularly beneficial.
44. Provision for reading is good and well planned. Pupils achieve well and standards, overall, are broadly average. Teachers in years 1 and 2 have good knowledge of this age group and pupils' specific needs. There are many opportunities for pupils to practise reading and learn new skills. Higher and middle attainers read suitable texts fluently and have the strategies to try out new words confidently. Lower attainers are less accurate readers, but are given good support and have positive attitudes to reading. By year 6 most pupils read fluently and have experienced a wide range of authors. They talk animatedly about writers such as Michael Morpurgo and Jacqueline Wilson. Teachers' obvious real interest and joy in words and reading helps to motivate pupils.
45. The overall quality of teaching and learning is good. Teachers have good subject knowledge and are implementing strategies well. They are very committed to raising pupils' standards. Most lessons are well planned and stimulating so pupils respond well showing good concentration and application to learning. Work is planned to meet the full range of abilities, and support assistants make a good contribution, particularly for those pupils who have learning difficulties.
46. Leadership and management are good. While the new management structure and new systems have only been in place this year there are definite signs of improvement. Regular and thorough assessments and analysis of pupils' progress are strong features that have led to successful action to improve areas of weakness.

Language and literacy across the curriculum

47. Good links are made with other subjects to promote writing skills. In history infant pupils write about Florence Nightingale. In geography they show skill in describing the sequence of the water cycle. Junior pupils write extensively about, for example, the Vikings, religious festivals and important events since the end of the Second World War. They also practise report writing in science. Skills of reading, writing and discussion are reinforced in many lessons. The library is adequate, but not sufficiently well stocked to support research skills across the curriculum. The ICT suite is being used satisfactorily to support these skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good
- The subject is well led, but co-ordinators do not have enough opportunity to check on the quality of provision, standards and achievement
- The curriculum is good overall, but there are some weaknesses in the provision of investigative work in the juniors

Commentary

48. While standards, overall, are below average compared to schools nationally, the current year 6 group's standards are close to what is expected for their age. Pupils show an enthusiasm for mathematics and a determination to succeed. This results in satisfactory achievement overall and good achievement in year 6.
49. Calculation skills are taught well. Consequently most pupils are competent in this area. Year 2 pupils successfully apply their understanding of addition and subtraction to problems involving money. They recognise decimal notation for money and higher attainers calculate successfully with problems involving sums in excess of one pound. Year 6 pupils use inverse operations² to check their answers. They are aware of and explain different strategies to calculating and tackling problems. Higher attainers in particular apply thinking skills to work out, for example, the value of an unknown quantity represented by a letter.
50. The subject leaders are an effective team, providing impetus to improvements. They work hard to consider how best to provide for all pupils. Regular tests are carried out and the results are analysed so that any weaker aspects can be addressed. Pupils' progress is tracked and note taken of any who are underachieving so that additional provision can be made for them. Targets are set for all pupils and teachers note when these are attained. Within limits, the co-ordinators monitor aspects of the subject well, although they are not allocated specific time to do this.
51. Almost all lessons seen were at least good. One particularly effective lesson was seen in year 6. Here, the teacher's excellent knowledge of the subject was reflected in the response and attitudes of pupils. Faced with a number of investigative tasks they rose to the challenge with determination and desire to succeed. Knowing them well, the teacher matched work effectively to their different abilities and focussed support where it was most needed. As pupils succeeded, further challenges were provided. During the lesson review, all were eager to present mathematical problems that they had devised themselves. A very good feature of the lesson was that pupils were required to explain their thinking and understanding. This was also seen in other classes. In year 2, for example, pupils shared their strategies and looked for the key words to decide how to approach a problem.
52. A good curriculum is provided so that pupils develop their competence in number through applying their skills in other aspects. They collect data and record it in different ways, sometimes using ICT to help them. In all year groups, pupils learn to apply their knowledge to problems. This consists mainly of interpreting the language and applying the correct operation³, but there is insufficient progression in years 3 to 6 in the type of investigations carried out.

Mathematics across the curriculum

53. Mathematics skills are promoted satisfactorily in other subjects. In geography, year 1 pupils record their journeys to school in the form of pictorial graphs, while year 4 pupils produce bar and line graphs to illustrate temperature and rainfall in Pakistan. Good use is made of timelines in history enabling pupils to see the sequence of events more clearly.

² For example, addition is the inverse of subtraction (and vice-versa) and multiplication is the inverse of division (and visa versa)

³ There are four operations – addition, subtraction, multiplication and division.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Not enough opportunities are provided for pupils to engage in practical and investigative work and this brings down standards
- Insufficient use is made of assessment information to plan pupils' work
- Teaching assistants are used well to support pupils with special educational needs

Commentary

54. Given their starting points, most pupils make satisfactory progress in most aspects of science. However, they underachieve in the key area of scientific investigation, which brings down standards. In particular, the weakness reduces the number of pupils achieving the higher levels in tests and assessments. By year 2, standards are below average. During years 1 and 2, pupils find out about the natural world, for example, by growing plants, in which they show a keen interest. They work well in groups to monitor growth developments and to record what they observe. However, pupils do not get enough of these types of opportunities to continuously and effectively promote investigative skills.
55. Junior pupils have fairly secure scientific knowledge, but their standards and achievement are negatively affected by too few opportunities for practical work, including planning their own investigations. In year 4 pupils learn about thermal insulation and many are knowledgeable about what keeps their homes warm. They record varied temperatures on a line graph, supporting numeracy skills well, but the lack of practical opportunities to investigate slows their progress. Overall, progress is satisfactory or better in year 6 because more work of this nature occurs. By the end of year 6 standards are just below average. Pupils predict changes to materials and test these to see whether they are reversible. They have a reasonable understanding of how to make tests fair and talk clearly about controlling the variables to achieve this. Throughout the school, pupils with special educational needs make overall satisfactory progress. This is mainly due to the good quality of additional support from teachers and other staff.
56. Teaching is satisfactory. Lessons are well organised and resourced, which captures and holds pupils' interest. Good links with numeracy are planned and provided, particularly in the recording of work. Assessment is not well established and the information is not used well enough to match work to pupils' needs, which also slows their progress. Relatively recently, some procedures for assessing the work of older pupils have been introduced but they are at too early a stage to have had a significant impact.
57. While the two teachers who share the leadership and management of the subject are keen to promote and develop provision and standards, they have not had any opportunities to make the necessary checks on these aspects, so weaknesses have not been noted.
58. The curriculum is enhanced by visits to local places of interest and some good links with the local high school have been fostered which particularly benefit year 6 pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching helps pupils achieve well
- The subject is led and managed well
- The provision of computers in classrooms is unsatisfactory

Commentary

59. Standards at the ends of years 2 and 6 are in line with those expected. Pupils use computers with confidence, reflecting previous good learning of keyboard skills and mouse control. Year 6 apply their skills to research information and use a variety of techniques to compile a presentation of their findings. Bearing in mind that the computer system used is not common in pupils' homes and also the unsatisfactory provision in classrooms, pupils are achieving well.
60. Teaching is good. Teachers are confident and prepare well. They explain clearly and demonstrate tasks, making good use of the interactive screen in the suite. Pupils are attentive and keen to learn. This was seen in a year 3 lesson in which pupils called out various suggestions to the teacher about how to change and amend text and graphics. In producing advertising flyers for stores and supermarkets pupils chose independently and were skilled in sizing, re-sizing, choosing fonts and organising the layout. Some very good teaching of year 6 pupils meant that they produced presentations based on independent research conducted on the Internet. The task involved combining text and graphics and inserting data. The teacher's high expectations and setting of targets ensured that the time was spent very purposefully.
61. The subject co-ordinator provides a good lead. The co-ordinator has worked alongside teachers to support and build their confidence. A lot of time and thought has also been given to planning and organising the curriculum and pupils' access to the suite. A most capable technician provides technical support and also acts as a very good teaching assistant in lessons. Classroom assistants are currently undergoing training in preparation for using the new resources. A computer club, open to all junior pupils, makes a good additional contribution to learning experiences.
62. Good use is made of the computer suite so that pupils reinforce their technical skills whilst applying them to different aspects of the curriculum. The current provision of computers in classrooms is unsatisfactory, but significant improvements to resources are imminent. The school is on the point of replacing and extending the whole system, which will include interactive screens in some classrooms.

Information and communication technology across the curriculum

63. Although no use of computers was seen in classrooms there is satisfactory use overall in various subjects. Year 6 presentations are based on individual research of a wide range of countries and cities. Good support is given to the data handling aspect of mathematics, and in science, for example, year 5 pupils' study of the solar system.

HUMANITIES

64. In geography and history, work was sampled so there was insufficient evidence upon which to make secure judgements about provision, standards and progress.
65. In **geography**, pupils' work shows some variation between year groups in the amount of work recorded. There is a good amount of work in years 1 and 3, but in some older junior classes, topics appear to have been given rather brief coverage. However, year 6 pupils talk with understanding about the nature and purpose of geography. They recall with enthusiasm and some knowledge a field trip made when they were in year 5. Local geography is covered well in many year groups. In **history**, there appears to be good coverage of the curriculum. Pupils in years 1 and 2 enjoy learning about past events and well-known historical figures such as Florence Nightingale. They have a secure understanding of the difference between lifestyles then and now, including the different role of women. It is clear that they enjoy the subject. Pupils

in years 3 to 6 study a range of topics, including the Vikings, Tudors and the Second World War. They understand the purpose of a timeline, showing a growing knowledge of when and why events happened, and have had experience in sifting evidence. History supports pupils' work in literacy well.

Religious education (RE)

Provision in RE **good**.

Main strengths and weaknesses

- There is good teaching, learning and achievement
- Good links are made with other subjects
- There is an effective curriculum that embraces all six religions of the surrounding community

Commentary

66. By the ends of years 2 and 6 pupils reach standards in their knowledge and understanding that are above the expectations of the locally agreed syllabus. Younger pupils have a good knowledge of Christian and Sikh customs, special places of worship and specific stories. In one lesson this was extended to pupils hearing about the creation story from the Aborigine culture, having previously discussed the Christian and Sikh ones. Pupils learn that religions other than their own share similar stories and key values. They show a great interest in this subject and are eager to learn.
67. The curriculum widens in the juniors. Pupils build on their previous knowledge of the faiths studied and also learn about the main features of worship and practices that are special to Muslims, Jews, Hindus and Buddhists. In lessons, pupils not only use the special vocabulary and terms relating to the range of religions, but also compare and contrast practices and artefacts. For example, in a lesson about the importance of worship, year 6 pupils quickly noted the similarities between the symbolism of candles in both the Christian and Hindu religions. Year 4 pupils show insight into the similarities between the Bible and the Koran, realising that these two sacred scriptures highlight the same values of love, respect and forgiveness.
68. Teaching is good. In response, pupils show good interest and are confident to express ideas. The lessons, together with a range of visits to places of worship and visitors from different faiths, help pupils to respect and understand people's differing beliefs. The subject contributes well to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Work in design and technology and in music was sampled, therefore secure judgements about provision, standards or progress in these two subjects are not made. Work in art and design was also sampled but, while a secure judgement about provision cannot be made, there was sufficient evidence to judge standards and progress.
70. In **art and design** pupils achieve well and produce two and three-dimensional work of a good standard, including photography, ceramics and textiles. In their topic on opposites, year 1 pupils make realistic papier-mâché ladybirds inspired by the work of Henri Matisse. Some good quality portraits have also been produced in the style of Pablo Picasso. Inspired by a visit to the sculpture park, year 2 use a variety of media to produce interesting sculptures. They learn about colour mixing and explore the idea of camouflage. A good amount of varied work is displayed attractively in the junior department. An intricate mosaic is being constructed by year 5 pupils, while year 4 apply what they have learned about pattern in paper weaving and drawings from nature. By year 6 skills are well developed. Pupils produce quality drawings of 'people in action', depicting movement well. They are also gaining a good understanding of perspective, producing

detailed landscape drawings to which they thoughtfully and carefully add colour. Sketchbooks show good development of ideas such as exploring, line, tone and pattern. The subject is thoughtfully linked to learning across the curriculum, such as the Greek style pottery and replica Egyptian sarcophagi linked to history work. Learning experiences have included pupils and their parents working with visiting artists on some large projects, such as the outdoor murals. The subject makes a good contribution to pupils' social and cultural development.

71. Evidence shows that **design and technology** is being taught regularly, with a comprehensive curriculum based on national guidance materials. Year 1 pupils have made a variety of products in their food technology lessons, including pizzas and a fruit salad. They made lists of the ingredients and tools needed and evaluated their work at the end. Year 2 pupils use a range of techniques to dye and decorate fabric before sewing it to make a 'pot pourri' bag. Junior pupils are enthusiastic about the subject, speaking animatedly about things that they have made, such as model fairground rides, shelters and slippers. Some good links are made to support numeracy skills. For instance, year 6 pupils make accurate use of measuring skills to produce very neat and detailed diagrams of shelters, showing different elevations. Accurate measuring was also used well in designs for slippers, resulting in finished products that are practical and functional. Pupils make informed evaluations and suggest improvements to their work and there is a clear sense of enjoyment and pride in the finished work. Links with a local college and bakery have been utilized to add interest and enjoyment to learning experiences.
72. The school is aware of the need to raise standards in **music**. There are plans to appoint an experienced musician to support this aim and to establish extracurricular music activities throughout the school. Standards in singing are lower than those usually heard in most schools. Pupils' skills in using their voices expressively and to control pitch and breathing are not sufficiently developed, particularly in the juniors. Teachers are keen to further pupils' skills and enjoyment and there is evidence that pupils listen to music and make attempts at composing. For example, year 1 have listened to the 'Sorcerer's Apprentice' and have clearly gained some knowledge and understanding of the musical ideas of tempo and pitch, as well as about the mood of the music. While year 2 pupils enjoyed singing 'I am a Music Man', and accompanied this with instruments, their singing lacked precision and real enthusiasm. Teachers work hard to help pupils identify the sounds of different instruments but sometimes they lack the subject expertise and confidence to give clear instructions and make the music-making as effective as it could be. A pianist visits school weekly and accompanies a few sessions very well, but has no definite role in the actual teaching.

Physical education (PE)

Provision in PE is **satisfactory**.

Main strengths and weaknesses

- There is some good teaching in year 6
- A comprehensive curriculum and additional out-of-school activities provide a good range of learning experiences

Commentary

73. Only one lesson was seen in which year 6 pupils' standards of co-ordination, agility and application were in line with what is expected for their age. In the hall pupils worked with vigour to a series of fitness exercises. They listened respectfully and responded well to the teacher who provided a very good role model in dress, subject knowledge and relationships with them. Pupils responded well to the variety of rhythms set for their movements. Two or three stood out as being particularly agile, with one very evident dancer.

74. The curriculum provides fully for all areas of the subject. The year 6 lesson seen was planned imaginatively, so that groups who were not in the hall worked outdoors either following an orienteering course or involved in team-building tasks. The activities were planned well to promote thinking skills and teamwork. This provided not only for pupils' physical development but also boosted their social and personal skills. Overall, standards in swimming are similar to those seen in most schools. However, whilst a good proportion of pupils exceed the national curriculum requirement, some are still unable to swim 25 metres by year 6.
75. There is very good extracurricular provision in the form of various games clubs which enrich learning experiences. In addition, good links are established with the high school and local sports clubs, which provide further coaching and other activities. Additional government funding has resulted in good resources for the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

76. Work in PSHE was sampled. Three lessons were seen, with additional information gained from discussions with pupils and the subject co-ordinator. The school sees pupils' personal development as an important part of its work. Most classes have a lesson a week in this subject, and these are generally well planned and are often in the form of a class discussion. A good range of topics and ideas are covered, including feelings, making decisions, and achieving a healthy lifestyle. In the lessons seen, teachers had prepared well and managed discussions sensitively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

