

INSPECTION REPORT

HIGHER LANE PRIMARY SCHOOL

Bury

LEA area: Bury

Unique reference number: 105302

Headteacher: Mrs V Eustice

Lead inspector: Mr K Bardon

Dates of inspection: 3rd – 6th November 2003

Inspection number: 256424

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	451
School address:	Egerton Road Whitefield Manchester
Postcode:	M45 7EX
Telephone number:	0161 766 2005
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. A Mashiter
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

Higher Lane is a large primary school on the outskirts of Bury, catering for 451 pupils in the four to eleven age range. Much of the housing surrounding the school is owner-occupied and the area is relatively affluent. However, the school also draws a significant minority of its pupils from surrounding districts which are far more socially and economically deprived. The number of pupils eligible for free schools meals is broadly average for a school of this size. Sixty-two pupils have special educational needs, mainly for moderate learning difficulties. This is also broadly average. One of these pupils has a statement of special educational needs. Approximately one in eight pupils is from a minority ethnic background, with the largest group being of Pakistani descent. Six pupils are at an early stage in the learning of English. Although there is wide spread of attainment on entry, in general, the basic skills children bring to Reception are above average for their age. The infant classes have Beacon school status for their work in writing and the school provides before and after school care for 56 children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11807	Keith Bardon	Lead inspector	Science, design and technology, physical education, English as an additional language
1112	Alan Rolfe	Lay inspector	
8839	Michael Egerton	Team inspector	Mathematics, geography, history
24895	Kathleen Hurt	Team inspector	English, art and design , music
30745	Patricia Thorpe	Team inspector	Foundation Stage, information and communication technology, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which has developed well since it was formed in 2002. Relationships between staff and pupils are very positive and the school has a warm and friendly atmosphere. Standards are generally above average. Pupils' achievements and the quality of teaching and learning are good. Parental support for the school is justifiably positive and pupils are proud to attend Higher Lane. The school is extremely well led and effectively managed and gives **good value for money**.

The school's main strengths and weaknesses are:

- The strong and purposeful leadership provided by the headteacher has an extremely positive effect on school development and on the quality of education pupils receive.
- The quality of teaching in the infant classes is particularly effective and by Year 2 standards are high.
- Pupils have very good attitudes to learning and behave very well.
- There is a very positive ethos which combines warmth and friendliness with a good work ethic.
- Although the quality of school management is good overall, co-ordinators are not involved enough in monitoring their subjects.
- The provision for pupils with special educational needs is not organised well enough and this has an adverse effects on pupils' progress, particularly in the junior classes.
- The curriculum is good but Reception children do not have enough opportunities to learn out of doors and this reduces what they can achieve.
- The school benefits significantly from the support it receives from parents.

This is the school's first inspection in its current form and insufficient time has elapsed since it opened in 2002 to judge improvements in its effectiveness. However, there are clear signs that the strengths of the former infant school are being built upon and that the problems of the former junior school are being buried in the past.

STANDARDS ACHIEVED

The achievement of children in the Foundation Stage is good. Almost all attain the goals children are expected to reach by the end of Reception and a large proportion go beyond and on to the early parts of the National Curriculum. The achievement of pupils in Years 1 and 2 is **good** and standards are **well above average** by the end of Year 2.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement in Years 3 to 6 is accelerating but has yet to reach the high level of that in the rest of the school. Currently, pupils' achievement in the junior classes is **satisfactory** and by Year 6 standards are generally **above average**. Mathematics is a subject in which pupils of all ages do well. Infants also do well in all aspects of English and science but some of the older junior pupils do not write as well as they should. Pupils' achievements are at least satisfactory in all other subjects and their art and design is of a particularly high quality. In general, pupils with special educational needs maintain a similar rate of progress to others in the school, although there is scope to increase

this, particularly in the junior classes. Pupils who speak English as an additional language are supported well and very quickly acquire the language skills they need to learn effectively.

Pupils' spiritual, moral, social and cultural development is **very good** and they grow into well balanced, sensible and responsible young people. They show a **strong desire to learn**, behave **very well** and willingly contribute to the life of the school. These very positive attributes are one of the significant reasons why pupils do well at school. Pupils' attendance is **good** but a minority are regularly late for school.

QUALITY OF EDUCATION

The school provides its pupils with a **good** quality of education which enables pupils to achieve well. The teaching and learning are **good** in the Reception classes and **very good** in Years 1 and 2. The teaching and learning in Years 3 to 6 are **satisfactory, bordering on good**. The quality of teaching is more consistent in the infant classes and this is why it is currently better than in the junior classes. To some extent teachers in Years 3 to 6 are still determining how best to challenge their pupils at all times and in all subjects. In all classes teachers form good relationships with their pupils, which encourages them to ask questions, put forward their ideas and think hard.

The school provides a **good** curriculum, the strength of which lies in the constructive way in which teachers link different subjects together so that pupils can see the relevance of what they are learning. Literacy and numeracy are developed well and the use of information and communication technology (ICT) in different subjects is satisfactory and increasing. A shortcoming, in the otherwise good curriculum for children in the Reception class, is the limited range of outdoor activities. The school's partnership with parents is **good** and **very constructive links** have been established with the local community. The school provides a **good** level of care for its pupils and pays close attention to their welfare.

LEADERSHIP AND MANAGEMENT

The quality of leadership is **excellent**. The headteacher is highly committed to the success of the school and leads it with enthusiasm, determination and drive. The quality of management is **good**, although co-ordinators have still to be given full responsibility for managing their subjects. Governance is **good**. Governors fulfil their statutory obligations conscientiously and know the school well. As a result of the strong leadership and effective management, standards are rising.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in the new school and are pleased with the quality of education their children now receive.

Pupils feel that the school is warm and friendly and they enjoy all aspects of the provision that staff make for their learning.

IMPROVEMENTS NEEDED

The most important things the school should do now are:

Increase the effectiveness of subject management by:

- Providing co-ordinators with training in the skills of monitoring and evaluation;
- Ensuring that co-ordinators have sufficient opportunities to monitor provision and evaluate pupils' achievements thoroughly;
- Reviewing the structure of the school improvement plan to ensure that co-ordinators have full opportunity to inform and contribute to the school's development plans.

Improve the achievement of pupils with special educational needs, particularly those in the junior age classes, by:

- Establishing procedures for the earlier identification of pupils' special needs;
- Sharpening the targets in pupils' individual education plans and monitoring pupils' progress towards them rigorously;
- Ensuring that parents are fully involved at all times.

Increase achievement in the Reception classes by providing the children with much better facilities for out-of-doors learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in Year 6 are **above** the national average.

Standards in Year 2 are **well above** the national average.

From Reception through to Year 2 pupils' achievement is **good** and from Year 3 to Year 6 it is **satisfactory**.

Main strengths and weaknesses

- Standards are high in mathematics and pupils of all ages achieve very well.
- Pupils in Year 2 attain standards that are well above average English and above average in science and their achievements are good.
- By Year 6 standards in English are above average overall, but pupils do not attain as well in writing as they do in other aspects of the subject.
- Reception children achieve well and almost all attain or exceed the targets for the age group.
- Overall, pupils are not yet achieving as well in the junior classes as they do in the infant classes.
- Children who speak English as an additional language achieve very well in the Reception classes.
- Standards in art and design are high and pupils' attainment in both geography and history is above expectations.

Commentary

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

Standards in:	School results	National results
Reading	17.5 (18.2)	15.9 (15.8)
Writing	16.5 (16.5)	14.8 (14.4)
Mathematics	18.2 (18.2)	16.4 (16.5)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

1. Year 2 pupils' performance in the 2003 national tests was good. Results were well above the national averages and compared very favourably with those attained by pupils in schools similar to Higher Lane. In reading and mathematics seven out of eight pupils attained or exceeded the mid-point of the level expected and around half went on to attain the higher level. In writing three quarters attained the mid-point of the level expected and a third attained the higher level. This difference in reading and writing results mirrors that which occurs nationally and does not indicate any variation in achievement. These very positive results are an accurate reflection of the standards Year 2 pupils attain, which are well above average in English and mathematics. Standards in science are above average with all pupils attaining the expected level for their age and a good proportion attaining the higher level. These levels of attainment equate to good achievement in Years 1 and 2 and are indicative of the sustained progress pupils make during their two years in the infant classes.

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

Standards in:	School results	National results
English	27.6 (28.5)	27.0 (27.0)
Mathematics	28.8 (29.0)	27.0 (26.7)
Science	29.2 (29.1)	28.8 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

- Year 6 pupils' performance in 2003 English tests was above the national average and also above that of pupils in similar schools. Pupils' performance in the mathematics tests was good and results were well above the national average and that of similar schools. While nine out of ten of the school's Year 6 pupils attained the expected level in the science tests and almost half reached the higher level, results in science are high nationally and, overall, pupils' performance was very similar to that of other pupils nationally. These results correlate well with current standards, which are well above average in mathematics, above average in English and broadly average in science. This year's cohort of Year 6 pupils are achieving very well in mathematics and satisfactorily in English and science. However, often as a result of careless spelling and punctuation and untidy handwriting, pupils' attainment in writing is below that of other aspects of their English. In general, standards by Year 6 are not yet as high as they could be, but this is primarily due to the residual effects of weak teaching Year 6 pupils received at their previous school. There has been insufficient time for this school to remedy all the ills of the past but there are clear signs that, across the board, pupils' achievements are increasing.

Other aspects of standards and achievement

- The 2003 test results in English and mathematics are well short of the targets that were set. However, these targets were established well before the new school was formed and were based on less reliable information than is now available. It is clear that, in the circumstances, they were unrealistic. Although the 2004 targets are lower, particularly in relation to the proportions of pupils expected to attain the above average level, they are still extremely challenging. There is a small but significant proportion of pupils in Year 6 who are attaining below and in some instances well below the level expected for their age and while teachers and pupils are working hard to meet the targets there is some doubt that they are achievable.
- Broadly speaking, the good test results that Year 2 pupils traditionally achieved in the former infant school have carried through to this new school and high standards have been maintained. The test results attained by Year 6 pupils in 2003 were very similar to those of 2002. English results were lower overall because fewer pupils performed at an above average level. Teachers had anticipated a fall because the group as a whole had fewer pupils capable of high attainment in English. However, the boys did not perform as well as had been hoped and the writing and spelling of junior boys have been made a particular focus for improvement. Early indications are that the measures that have been taken are beginning to have the desired effect but it is still too early to say just how successful they will prove.
- Although there is a broad spread of attainment, most children enter the Reception class with an above average range of basic skills. During their time in the Reception class children achieve well in all the areas of learning and with a few exceptions attain the Early Learning Goals (the goals children are expected to reach by the end of Reception) and have already moved onto National Curriculum work when they move into Year 1.
- Pupils' attainment in ICT is broadly in line with national expectations in both Year 2 and Year 6. Pupils are now achieving well in the subject and their rate of progress is beginning to

accelerate as the work the school has done to lay the foundation for better learning is starting to take effect.

7. Standards in art and design are well above expectations and throughout the school pupils' achievement is good. Pupils of all ages attain standards in geography and history that are above expectations for their age. In religious education and music pupils' achievements are satisfactory and their attainments meet expectations. By Year 6 pupils' attainment in physical education is broadly as expected for their age and their achievement is satisfactory. The quality of pupil design and technology work in Years 1 and 2 is good and standards are above average. Insufficient lessons were seen in physical education in the infant classes and design and technology in the junior classes to make a judgement of standards.
8. Pupils with special educational needs achieve well in the Reception and infant classes and satisfactorily in the junior classes. There is scope to raise the level of achievement of these pupils by improving the management of provision. This issue is dealt with in other parts of the report.
9. Children who speak English as an additional language are given very effective support, particularly in the Reception classes, and quickly acquire the language skills they need to participate fully in lessons and in the life of the school. In Years 1 to 6 the achievement of this group of pupils mirrors that of all others, good in the infant classes and satisfactory in the junior classes.
10. Those pupils capable of high levels of attainment are recognised and given work that is appropriately challenging. As a result they maintain similar rates of progress to other pupils in the school but at a level of attainment that is often well above average.
11. The school has made significant progress towards raising the achievement of the pupils it inherited from the former junior school. However, there is still some way to go before the high standards pupils traditionally gained by the end of the infant school become the norm throughout this new school. The quality of teaching in the junior classes needs to match that of the infant classes and the legacy of underachievement needs to be buried once and for all. Under the purposeful leadership of the headteacher the school has made a positive start which now needs to be built upon.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships with others are **very good** and pupils make **rapid progress** in their spiritual, moral, social and cultural development. Attendance is **good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils are keen to learn, know what is expected of them and behave responsibly at all times.
- The school's very good provision for pupils' spiritual, moral, social and cultural learning makes a strong contribution to their personal development.
- Racial harmony in the school is excellent.

Commentary

12. The level of attendance is above the national average. The school monitors registers on a regular basis and contacts parents where attendance is a cause for concern. Most pupils are punctual. However, a significant minority of pupils arrive late on a regular basis.

Attendance

Attendance in the latest complete reporting year 96.1%

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.2
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.

13. Pupils' very good attitudes to work make a positive contribution to their learning. In discussion, virtually all pupils say they enjoy coming to school, and are able to identify favourite subjects. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are very interested in what they are doing and take an active part in all parts of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils take a pride in their work, willingly talk about what they are doing and readily explain their ideas to others. Pupils with special educational needs show the same positive attitudes to school as their fellow pupils. They develop very good social skills, are polite and welcoming and show care and consideration for others. They understand the impact of their actions on others and behave well.
14. As a result of pupils' very good behaviour, the atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Most pupils are fully aware of what is and is not acceptable behaviour. They have a good understanding of the school rules, like the school's merit system, and readily accept the principle of sanctions as an appropriate response to the few instances of poor behaviour. Outside of lessons, before and after school, at breaks and lunchtime pupils socialise and interact very well together. Racial harmony is excellent; pupils from all ethnic groups are very well integrated into the life of the school. For example, in a religious education lesson when pupils were learning about the Muslim festival of Eid, the teacher encouraged two Muslim boys to explain to the class what Eid meant to them. They were listened to with respect and considerable interest by all members of the class. Pupils treat the school's accommodation and equipment with care and respect. There is no evidence of pupil generated vandalism and little or no litter around the school.
15. Bullying is rare. The school has a good anti-bullying policy that makes clear that it will not tolerate such forms of anti-social behaviour. Staff react quickly to any instances which do occur. Parents and pupils have indicated that the school's procedures are effective. There were no exclusions in the last academic year

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	385	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	19	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	1	0	0
Chinese	6	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	5	0	0

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

16. There is very good provision for pupils' spiritual development. Regular assemblies include the recognition of God and time for prayer and thoughtful reflection. Through the school's personal, social and health educational programme, particularly in circle time, pupils are encouraged to explore their feelings and emotions, and their relationships with friends and family. Spiritual links are also found in subjects such as religious education, science, and history.

17. The provision for pupils' moral and social development is very good. Pupils have a clear understanding of right and wrong and become increasingly aware of the need for rules and codes of conduct. They recognise that the school rules are there for the benefit of all, appreciate that they are responsible for their own actions and have a very good grasp of the impact of their actions on others. Relationships between staff and pupils and the pupils themselves are very good. Staff provide good role models and, by openly valuing pupils' opinions and ideas, effectively promote their self-esteem. Pupils are taught to share, help one another and show consideration for others. They work well together in pairs and small groups. Differences of opinion are discussed sensibly and without animosity. Pupils' social development is enhanced by a range of educational visits, visitors to the school and the extra-curricular activities provided by the school. In religious education, Judaism, Hinduism, Sikhism are studied along with Christianity, effectively promoting the pupils' cultural development through a greater awareness of the beliefs and traditions of other major world faiths. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand the multicultural nature of the society in which they live. Well-planned trips to museums and theatres help to broaden pupils' cultural awareness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a **good** quality of education. Effective teaching is combined with a broad curriculum, constructive home/school links and good quality care, welfare and guidance.

Teaching and learning

Across the school as a whole the teaching is **good**.

The quality of teaching and learning is **good** in the Reception classes and **very good** in Years 1 and 2.

The quality of teaching and learning in Years 3 to 6 is **satisfactory** overall and on occasions it is good or very good.

Teachers assess pupils' work regularly and make **sound use** of the information this provides to plan work for pupils that is appropriate to their needs.

Main strengths and weaknesses

- Teachers establish very constructive relationships with pupils which have a marked effect on their behaviour and attitudes to learning.
- Lessons are planned and organised well and pupils find the work interesting and enjoyable.
- Pupils show good levels of concentration and an enthusiasm for all aspects of learning.
- There are examples of good and very good teaching in the junior classes but the quality of teaching is less consistent than in the rest of the school.
- Teachers ask well-structured and challenging questions and pupils are prepared to think hard before answering.
- The use of assessment is satisfactory overall although some teachers do not pass enough information on to the pupils to make it clear what they need to do to improve.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (22%)	26 (45%)	19 (33%)	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.

Commentary

18. Although the teaching in Years 3 to 6 is satisfactory overall there are a significant number of lessons across a range of subjects in which the teaching is good and on occasions very good. The principle difference between the teaching in the infant classes and that in the junior classes is one of consistency. To some extent teachers in Years 3 to 6 are still finding out just what their pupils are capable of and how to pitch lessons in different subjects that challenge pupils effectively at all times.
19. Teachers and teaching assistants in the Reception classes have a good understanding of the needs of young learners. They plan a wide range of play based activities which successfully extend children's basic skills and promote an early enjoyment of learning. Shortcomings in the accommodation and resources place restrictions on the activities Reception teachers can provide for children out of doors and this reduces what it is possible for the children to achieve.
20. In all classes teachers and teaching assistants establish very good relationships with their pupils. This helps to generate a positive atmosphere for learning and in many classrooms the steady buzz of young minds actively involved in discovery and discussion permeates the air.

Because they feel comfortable and appreciated, pupils readily put forward their ideas and suggestions. Such positive relationships promote high standards of class discipline and the amount of time teachers have to spend correcting pupils' behaviour is minimal.

21. Because there are few interruptions and teachers have clear objectives for what they want pupils to achieve a good pace is generated in many lessons. Occasionally teachers determine the pace of the lesson without paying due regard to the speed of pupils' learning. When this happens pupils are either moved on to new ideas before they have fully grasped the current ones or spend time going over things they already understand.
22. Teachers stimulate pupils' interest by introducing the work they want them to do in lively and colourful ways. Activities are carefully selected to enthuse pupils and to make them want to learn. Teachers often link activities across a number of different subjects. This provides pupils with a more holistic view of learning and puts the work they have been asked to do into a real and meaningful context. In discussion with inspectors many pupils describe the pleasure they derive from their lessons and the fun they have while learning. One pupil went so far as to say that she cries during the holidays when she cannot come to school. Homework is used well to extend pupils' learning and to give them something interesting to work on outside of lessons.
23. Teachers ask carefully considered and well-structured questions which keep pupils thinking and encourage them to make decisions and to share their thoughts with others. All these factors have a positive impact on pupils' learning. Pupils show good levels of concentration and the ability to persevere until a task has been successfully completed. They listen carefully to their teachers, think hard before answering a question and are fully prepared to work things out for themselves. On occasions pupils' independence is not fully utilised and the teacher makes decisions when pupils would learn more by making their own.
24. Lessons are prepared thoroughly and organised well. For a significant proportion of lessons, particularly in Years 1 to 3, the classes are split into three more or less equal groups, with adults leading two of the groups while the third works independently. Teachers make very good use of this arrangement to provide pupils with individual support and sharply focused learning. The skilful manner in which teachers and teaching assistants develop pupils' knowledge and understanding during these lessons is one of the key reasons why pupils in the infant classes achieve so well, particularly in literacy and numeracy. Pupils who are working independently are set challenging tasks and work well under their own steam. However, in some lessons teachers do not visit this group often enough to ensure that pupils have a full understanding of what they have to do and are working productively at all times.
25. Teachers make frequent assessments of the progress pupils are making and use the information constructively when planning work for them. However, the way in which teachers use assessment to make pupils aware of what they need to do in order to improve varies significantly, particularly in the junior classes. In the best examples, pupils are given a clear understanding of what the next steps in their learning need to be. However, there are other instances in which teachers' marking or target setting leaves pupils with little idea of what they need to do to improve. There are some weaknesses in the way in which pupils with special educational needs are identified and their progress monitored but these relate more to the management of provision rather than shortfalls in teaching.

The curriculum

The school provides a **good** curriculum for its pupils, with very good provision in the infant classes where planning is most effective. The curriculum is **extended very well** with a wide range of additional activities. The accommodation and learning resources are **good**.

Main strengths and weaknesses

- All pupils enjoy learning because the school provides a wide and interesting curriculum.

- Effective planning successfully links pupils' work in different subjects.
- The curriculum for mathematics is particularly effective and promotes high standards.
- There is a lack of outdoor provision for the Reception classes and the range of experiences children receive is too narrow.
- The curriculum for junior age pupils who have special educational needs is not always focused well enough on their needs.
- A very good range of additional experiences outside the classroom enriches the curriculum considerably.
- Homework tasks motivate pupils and make a good contribution to work in lessons.

Commentary

26. Pupils of all ages receive a good curriculum which provides them with equal opportunities to learn. All the required subjects are taught, and pupils enjoy their work because activities are interesting and relevant. The school has made good progress in extending the effective planning systems that were in place in the infant classes across all ages. The rotating group system around which many lessons are planned leads to some intensive and well-focused teaching in English and mathematics. These procedures promote high standards in the infant classes, and improve achievement in the junior classes where they have been introduced. The curriculum for mathematics is organised extremely well. Pupils are given plenty of time to grasp and consolidate new ideas and practise new skills and teachers check carefully that the new learning is secure before moving pupils on. This quite simple strategy is highly effective and one of the reasons why pupils do so well in mathematics. Some very positive aspects of the infant curriculum, such as the regular provision of problem-solving activities in mathematics and independent investigative work in science, have still to be fully adopted by the rest of the school.
27. A major strength of curriculum planning is the attention that goes into linking work in different subjects through the themed approach. This results in pupils having secure skills, knowledge and understanding because they can see the relevance of what they are doing and using what they are gaining in a meaningful and constructive way. Of particular note is the boost that pupils' literacy skills are given in subjects like history, geography, design and technology and ICT.
28. The curriculum in the Reception classes is generally good. However, a lack of facilities and equipment, such as large wheeled toys, climbing apparatus and outdoor writing and painting equipment, limits the opportunities children have to develop their knowledge, understanding and skills through outdoor play activities.
29. Curricular provision for children with special educational needs in the Reception classes and Years 1 and 2 is good. The provision for older pupils who have special educational needs is satisfactory but pupils' learning needs are not identified as clearly as they are in the infant classes and consequently the curriculum they receive is not as well focused.
30. The provision for pupils' personal, social and health education is thorough and effective and results in very pupils making very good progress in their personal development.
31. A very good range of visits, visitors and activities outside the classroom adds considerably to the richness of the curriculum. In the arts there are very good opportunities for pupils to participate in activities like the choir, concerts and art exhibitions that both enrich and celebrate their creativity.
32. The quality and quantity of learning resources are good. Recent improvements, like the purchase of new reading books for older pupils, have further improved the learning opportunities available to pupils. The good accommodation is maintained to a very high standard by the caretaker and cleaning staff.

33. Very well planned homework tasks successfully support pupils' work in lessons. Older pupils make good use of these to sharpen their literacy, numeracy and research skills, and also their knowledge of subjects like history and art. Reading tasks in the infant classes, effectively enlisting the help of parents, mean that pupils soon learn to read confidently and with good understanding.

Care, guidance and support

This is a **caring** school, which provides a **safe and secure** environment where pupils feel happy and can learn and develop. Procedures for pupil's support and guidance are **good**. The school actively seeks and **values** pupils' views of the school.

Main strengths and weaknesses

- Relationships between staff and pupils are very positive and help to provide a good standard of pastoral care.
- Assessment information is not used consistently enough to provide pupils with academic support and guidance.
- There are good procedures for the induction of children into the school.
- Procedures for monitoring the development of pupils with special educational needs work well in the infant and Reception classes but are less effective in Years 3 to 6.
- Although procedures relating to child protection are satisfactory, there is a need to ensure that all staff receive child protection training.
- The school does not have its own health and safety policy.

Commentary

34. The school is committed to providing a safe working environment for staff and pupils. The local education authority's health and safety manual has been adopted. However, the school has not yet established its own school health and safety policy in line with the recommendations of this manual in order to ensure that all staff are aware of their health and safety responsibilities. Procedures for general risk assessments are in place and safety inspections are carried out on a regular basis. First aid provision is good. There is an appropriate number of qualified first aiders and good records of accidents and injuries are maintained.
35. Overall, arrangements for child protection are satisfactory. The headteacher is the designated teacher and, along with another senior member of staff, has received appropriate training. However, the school has not consolidated the child protection policies that were in force prior to the amalgamation of the two schools, into one comprehensive policy. Whole-staff training was undertaken some three years ago and is now in need of updating. Currently, there are no arrangements to providing training for staff new to the school or for temporary staff. This training issue is recognised by the school and matters are in hand to provide it in the near future.
36. The good standard of individual care, support and guidance provided for pupils ensures they feel happy, confident and secure. Staff and pupils are well known to each other and interact well both inside and outside the classroom. Pastoral support for pupils is very good; pupils feel confident to approach their teachers should any problems of a personal nature arise in the knowledge that appropriate support and guidance would be forthcoming. The quality of academic support pupils receive varies between very good and satisfactory due to inconsistencies in the way assessment information is used to guide and support pupils' learning. Pupils who are more aware of what they need to do to improve achieve better than those who are unsure. The provision for pupils' welfare is further enhanced by the provision of the breakfast club. A significant number of pupils use this facility and staff have created a very warm and welcoming environment where pupils across the age range socialise well together.

37. The school has good procedures for the induction of children into the school. Parents are given appropriate information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet their teachers prior to admission. These procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views of the school, mainly through circle time and a suggestion box for Year 6 pupils. The school values these views and where practicable takes them into consideration when reviewing policies and procedures. For example, as a result of a request from Year 5 and 6 pupils the school has established separate changing facilities for physical education and games.
38. Children's special needs have usually been recognised in the Reception classes when initial assessments are made and staff have sufficiently clear advice and guidance to ensure early identification. Pupils' progress and learning needs are monitored throughout Years 1 and 2 to make sure that they progress at a good rate. Procedures to enable this to continue to happen in Years 3 to 6 are not as well established. The school is fully aware of these shortcomings and the recently appointed co-ordinator has begun work to address them. The liaison between the school and external support agencies is satisfactory and appropriate expert advice is sought when necessary.

Partnership with parents, other schools and the community

The school has developed a **strong** partnership with parents and links with the local community are **very good**. There are **good** links with other schools and colleges.

Main strengths and weaknesses

- Parents hold positive views of the school and of the education it provides for their children.
- The school has established strong links with parents although there are no procedures for regularly eliciting their views.
- Links with the local community are well established and productive.
- The good links the school has forged with other schools have a positive effect on pupils' learning and aid their smooth transition from one stage of education to another.
- Some parents of pupils who have special educational needs are not involved enough in the provision made for their children.

Commentary

39. Overall, the quality of information given to parents is good. The school brochure and governors' annual report provide a wide range of information about the school and its activities and meet statutory requirements. Regular newsletters and letters about specific events ensure that parents are kept up to date about current school activities. Parents are invited to two parents meeting each year at which time they can discuss with teachers their children's progress. Attendance at these meetings is very good. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress and identify targets for improvement. The school's procedures for seeking parents' views of the school are not well developed, and therefore parents' views have little opportunity to influence or inform the formulation of school policies and procedures.
40. Parents of younger pupils who have special educational needs are appropriately involved in proceedings and kept informed about development from the time the teacher has an initial concern. However, this has not always been the case with older pupils. The school recognises this weakness and the recently appointed special educational needs co-ordinator is formulating plans to increase the involvement of the parents of junior age pupils.
41. Overall, parents have positive views of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are also pleased with

the progress their children make, the way in which the school is led and managed and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views are, on the whole, justified.

42. In general, parents' involvement in their children's learning is good. Although the support they provide at home is very good, relatively few parents help in classrooms on a regular basis. There is an active Friends Association that regularly organises social and fund-raising events and raises large amounts of money to improve the accommodation and to finance additional learning resources. These make a significant difference to the learning environment and to the quality of the activities which teachers can provide.
43. The school's links with the community are very good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musician, theatre companies who enhance pupils' learning in drama, art and music. The school makes good use of the local community; visits to a local museum and library support pupils' learning in art and design, and design and technology, local field trips support pupils' learning in history and geography, and links with the local parish church support pupils' spiritual and cultural development.
44. The school's links with other educational establishments are good. Staff have established strong links with the local secondary school, to which the majority of their pupils transfer. The school has developed good transitional arrangements, including effective liaison between staff and the transfer of information relating to both pupils' academic and personal skills. These help ensure that pupils make a smooth transition to the next phase of their education. Prior to entering Reception most children have attended one of a large number of nurseries or play groups. As these providers are spread over a large area the school experiences considerable difficulty establishing effective lines of communication with them.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**.
The quality of leadership by the headteacher is **excellent**.
The quality of management is **good**.
The quality of governance is **good**.

Main strengths and weaknesses:

- The headteacher provides the school with excellent leadership.
- The two schools have been successfully amalgamated into an effective primary school and as a result the achievement of the junior age pupils is rising.
- Key staff show a clear commitment to supporting the future development of the school.
- The supportive governing body knows the school intimately.
- Finances are managed very well.
- The roles of curriculum leaders in monitoring and evaluating teaching and learning are underdeveloped.

Commentary

45. The headteacher, in a relatively short period of time, has had great success in bringing the school through a very difficult period of amalgamation. With the help of senior staff and the loyal support of the governing body, a new and lively school has been created where there is a clear vision for the future and where pupils work in a caring and exciting environment. There have been many changes of staff but new members of staff and colleagues from the previous school have joined with support staff to form an enthusiastic team dedicated to producing a first class school.

46. As a result of this strong commitment to succeed, pupils' standards in previously weaker areas of the curriculum are beginning to rise. The school's mission statement underpins everything that happens in the school and it is promoted rigorously in every area of school life. The staff recognise the importance of raising standards but know that this can only be achieved in a school where personal development and care for pupils are a high priority. The establishment of teams of staff who work very closely together means that daily procedures run smoothly and that management systems are effective.
47. The support of the governing body has been crucial in moving the school forward. All the governors have a very clear understanding of the strengths and weaknesses of the school; for example, they recognise that standards in English and science are not as high as they could be in Year 6. This places them in a strong position both to support and challenge decisions that are taken and to work with the headteacher and senior management team to identify strategies to improve teaching and learning.
48. Development planning is extensive and thorough. Members of staff are given an opportunity to contribute to the plan and to have, where possible, their ideas included in the final document. Performance management targets focus on improving teaching and learning and link effectively with the school improvement plan. This helps to ensure that staff feel that they are fully involved in the school's development. However, the school improvement plan has become a rather wordy document and this makes it difficult to use as a management tool. Key priorities are bound up with others which are less urgent, making the evaluations of how well the school is achieving its principal objectives more difficult to ascertain. The headteacher is aware of this and is addressing it through future plans.
49. Subject co-ordinators are enthusiastic and very keen to develop the curriculum. However, many are new to their posts and at the moment they have only a limited role in monitoring and evaluating their subjects. Consequently they are unable to gather all the information they need to plan development and to bring about improvements. Through a programme of training they need to acquire the skills to monitor teaching in their subject and to evaluate more thoroughly the work the pupils produce.
50. The teacher with responsibility for managing the provision for pupils with special educational needs has held this post for only a few weeks but has identified weaknesses in the school's procedures which need to be addressed. The systems currently in place for the early identification of pupils' needs, the setting of individual targets and the monitoring of pupils' progress are not efficient enough and indicate that in the past the management of this important aspect of the school's work has not been of a high enough standard. If the determination of the new co-ordinator is a fair indicator, this is about to change.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	907420
Total expenditure	905225
Expenditure per pupil	2007

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next year	2195

51. Financial management is very good and funds are administered very efficiently. The school has a tight budget with little room for manoeuvre and it is to the credit of the headteacher and governors that the school maintains a good level of staffing and manages to avoid a spending deficit. Best value principles are applied consistently to all aspects of the school and to the use of resources. Finances are used well to provide good quality accommodation, but the lack of

an outdoor area for the Foundation Stage is a significant weakness as it restricts provision and adversely effects what the youngest of the school's children can achieve.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

52. When they begin school, most children have above average knowledge and skills for their age. They achieve well and progress beyond the levels expected in all areas of learning by the end of the Reception class. Children with special educational needs make good progress. The provision made for children's learning in the Reception classrooms is good overall, but the school lacks a secure outside area and this severely restricts the activities teachers can provide for children's learning out of doors. Although children achieve well in the Foundation Stage, they could do even better if all facilities were available to them. The teaching is consistently good with particular strengths in personal and social education. The teachers' planning takes close account of children's needs and identifies clear links between all areas of learning. All staff work well together to ensure the learning and well-being of the children and management of provision for the Foundation Stage are satisfactory.
53. The school admits children at the beginning of the year in which they have their fifth birthday. Most children transfer from a large number of nurseries or playgroups in the area and beyond. The school has found it difficult to link with so many pre-school providers and therefore teachers sometimes have little information about the children coming into school. Despite this, effective induction procedures ensure that children settle in quickly. There is little indication that the children in the Reception classes have only known each other and their teachers for a short time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teachers pay close attention to children's personal development.
- Relationships between adults and children are very good.
- Children play and work together well.

Commentary

54. The teaching in this area of learning is good and almost all children are likely to achieve or exceed the Early Learning Goals (the goals children are expected to reach by the end of Reception).
55. Teachers promote children's personal development well. Children quickly adopt the well-established routines of the classrooms and become independent in their day-to-day activities such as finding the equipment they need to complete a task. They learn to follow instructions and are taught the difference between right and wrong. Teachers and other staff are good role models for the children. They encourage them to make friends with one another and to share and play together. For example, they discover the fun that can be derived from dressing-up as a nursery rhyme character when their friends are doing the same. Teachers frequently praise children for trying hard. This raises their self-esteem and motivates them to learn. As a result, children behave well, understand what is expected of them and gain much from working in a calm and settled environment.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's early reading and writing skills are developed well through play activities.
- The staff explain difficult names and terms carefully and effectively when introducing new ideas.
- Regularly taking part in imaginary play enables children to develop good conversational skills.
- Children do not have the opportunity to borrow books to take home.

Commentary

56. The teaching is good and most children are on track to achieve or exceed the Early Learning Goals in this area of learning. Teachers constantly talk to the children and expect them to listen carefully. They encourage children to talk and answer questions about their activities at every opportunity. For instance, children choosing materials to make a comfortable box for their 'dough hedgehogs' were asked to give a reason for their choice. Teachers place strong emphasis on children developing key reading and writing skills, such as recognising the names and sounds of letters so that they can begin to write independently. As a result, children readily write as a natural part of their play and often send messages to friends or make cards for their family. The children have many opportunities to practise their writing skills and because of this, by the end of the Foundation Stage most children can write simple sentences without any help. Teachers tell and read stories to children every day. Consequently, children learn to enjoy books and handle them with care. They often pick up books themselves, and colourful displays around the classroom provide further encouragement for their reading. They talk about the characters in the stories and are keen to know what happens next. However, children do not get the opportunity at the moment to borrow a book from the school library to share with their family.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths

- Children respond well to the good teaching they receive in mathematics and this area of learning and with few exceptions achieve or exceed the Early Learning Goals.
- Teachers plan a wide range of practical activities to develop and strengthen children's knowledge of number and shape.
- The children have a good understanding of numbers and enjoy mathematical activities.

Commentary

57. Teachers develop children's understanding of the relationships between numbers and shapes through carefully planned practical activities. For example, children count carefully to give the toy dogs the same number of bones or cut a variety of shapes in the dough to make each of the biscuits they are making different. Teachers use every opportunity to use mathematics or mathematical language in stories, songs, games and imaginary play. Teachers constantly ask questions such as "How many?" or "Can you put them in the right order?" to keep the children thinking. This gives children an awareness that numbers are all around them and that they are there to be enjoyed as well as learned. Activities, such as singing and performing the actions to number rhymes, give children an early understanding of addition and subtraction and high attaining children know numbers that are more or less than another one. The lack of a secure outside area reduces the options available for promoting children's mathematical understanding and places some constraints on what children can achieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The teaching is good and staff plan interesting activities for children.
- Children have a very good understanding of how things change.
- Not enough use is made of ICT to support children's learning.

Commentary

58. Through exploring how things change through melting, freezing and cooking, children become aware of what can happen to everyday materials and discover that some things can change back to their original state but some things such as grated carrot cannot. Children bring photographs of themselves as babies to show to others. They talk about how different they look now and are able to appreciate how they themselves have grown and changed. Teachers link different areas of learning well. For example, after enjoying a story about animals, children were prompted to discuss the animals they knew and to consider which hibernated and which did not. Visitors to school and trips out to interesting places widen children's knowledge of the community. However, the lack of opportunity to experience and investigate the world outside of the classroom on a daily basis inhibits children's learning about the world around them and how it works. Despite this many children are likely to attain or exceed the targets for their age in this area of learning. Although the computers were switched on during the lessons observed, very few children were seen using them and therefore opportunities to practise keyboard and other skills were missed.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children rapidly acquire the skills needed for writing, painting and using small tools correctly and safely.
- There is a lack of resources which affects this area of learning in particular.

Commentary

59. Overall, the quality of teaching and children's achievement in the use of small tools is good. They use equipment appropriately and skilfully when they paint, join objects together and cut shapes from paper. By using pencils and crayons regularly children are improving their ability to form letters and numerals. The school lacks a secure outdoor play area, large wheeled toys, and outdoor climbing equipment. In order to compensate for this to some extent, teachers plan regular lessons in the school hall where children are provided with a range of appropriate physical activities. However, the lack of resources and facilities adversely affect children's learning. Progress is satisfactory but not as good as in other aspects of their physical development. When involved in physical activities in the hall, most children move confidently and safely and develop a good awareness of space. They are beginning to show appropriate control when jumping and landing. While on balance most children are likely to attain or exceed the targets for their age by the end of Reception, some aspects of their physical development are not as well developed as others.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan and create attractive role-play areas.
- Children are introduced to a good range of both traditional and modern rhymes and songs.
- Activities such as painting are not available every day.

Commentary

60. The teaching in this aspect of children's learning is good and most children are likely to achieve or exceed the Early Learning Goals by the end of their time in Reception. Children take part in a suitable range of group art and design activities, such as painting, collage and pattern making, and enjoy experimenting with different textures and shapes. From this they learn to make decisions for themselves based on what they know and understand. For instance, children carefully chose a variety of materials to line their box for a 'hibernating hedgehog' so that it would be comfortable and warm. However, children do not always have the opportunity to express themselves through painting during free activity periods, and some opportunities for creative expression are missed. Children readily engage in imaginative play in which they take on different roles and acquire very good social skills as they concentrate on chosen activities and share and work with others. The lack of an outside area places limitations on children's freedom of expression and creative achievement because they have too little opportunity to respond creatively to the world outside of the classroom. Children gain considerable pleasure from joining in the action songs which are a regular feature of their lessons. They sing with enthusiasm and perform the actions with gusto, sharing in each other's enjoyment of songs they are being taught.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** overall with some very good features, particularly in the infant classes.

Main strengths and weaknesses

- Pupils in the infant classes achieve well in all aspects of English, and standards are well above average because teaching is very good.
- Standards in Year 6 are above average, but not as good in writing as they are in reading, speaking and listening.
- Although pupils' achievements are satisfactory in the junior classes, the quality of teaching is not as consistent as in the infant classes.
- The English curriculum is successfully planned with very good attention to improving pupils' skills in effective group work, homework and opportunities in other subjects.
- Leadership of the subject is good, but the subject leaders do not yet monitor the teaching and learning rigorously enough.

Commentary

61. Standards in the infant classes have traditionally been well above average and continue to be so. English lessons are organised very effectively around a rotation system that makes good use of adult helpers. Pupils benefit considerably from the individual attention they receive from adults in smaller groups. They make good progress in all aspects of English because teaching is consistently effective in all the classes. Because of weaknesses in teaching in the former junior school, older pupils do not reach the same high standards, except in their speaking and listening. The school has a number of pupils from ethnic minority backgrounds. Almost all of

these pupils speak fluent English and their progress in all aspects of their learning is similar to that of other pupils. A small proportion of pupils are at an early stage of learning English when they first join the Reception class. As a result of the effective support they receive and the strong emphasis teachers place on pupils developing effective communication and language skills, they quickly acquire the skills they need to learn effectively. By Year 2 pupils who speak English as an additional language are often securely bilingual.

62. Overall, the quality of teaching is very good in the infant classes where well-established, effective practice is evident in all classes. This results in good achievement from an above average starting point. The teaching in the junior classes, although never less than sound, lacks this consistency, so that teaching and pupils' achievements are satisfactory overall. At its best, the teaching in the junior classes is very good with the similar positive characteristics to those seen in the infant classes.
63. Pupils achieve well in their speaking and listening throughout the school. There are good opportunities for discussion in lively lessons when teachers and learning support assistants ask probing, open-ended questions that stimulate detailed responses from pupils. Relationships are very good, and teachers value pupils' comments, and make sure that others do too. As a result, pupils become mature, articulate speakers with keen listening skills that show clearly in their detailed and thoughtful comments.
64. Pupils make good progress in their reading in Years 1 and 2 because the teaching is particularly effective, especially the use of 'early morning work' activities where pupils practise their reading with adults. Pupils develop very good comprehension skills because the adults successfully challenge them to explain what is happening in the stories they read. There is a strong partnership with parents who read regularly with their children at home. Reading diaries are used effectively to share information so that everyone involved in supporting pupils knows what they need to do next. Teachers encourage pupils to read their own writing and the words displayed around the room so that they learn to recognise a wide range of words on sight and use their knowledge of letter sounds to attempt ones they are not so familiar with.
65. Many of these positive features carry through to the junior classes where pupils show a keen enthusiasm for reading. Pupils in Year 6 were delighted by the much-improved stock of books provided recently, and talked knowledgeably about such authors as Tolkien and Jacqueline Wilson. They are quick and accurate when seeking out information in books and when using the library and Internet for research. Most have very good comprehension skills which were shown clearly when one more able pupil explained a situation in her story very maturely from two viewpoints. Whilst average and high achievers do well in reading and their standards are high, the less able and those with special educational needs have not been identified soon enough in the junior classes in the past. Although teachers and teaching assistants provide support for these pupils, their progress has been slower than it might be. Consequently, more of these children fail to reach the expected levels for their age in reading, and also writing, than in the infant classes.
66. The high writing standards and quality provision in the infant classes were rightly recognised in the Beacon status the former infant school received and which this school has retained. The youngest children get off to a rapid start and are soon confident, independent writers. In both Year 1 and Year 2 pupils concentrate intently when writing, taking care in writing neatly. They write lengthy stories with good spelling, punctuation and structure, and are equally confident when word-processing their stories. The teaching is particularly effective because teachers plan writing activities in literacy sessions and in other subjects that are fun. Good examples are attractive storybooks with moving bears and fireworks on the cover in Year 1, and an illustrated story linked to their computer work in art in Year 2. Pupils receive individual attention in intensive and well-focused activities in small rotating groups. Teachers and teaching assistants intervene sensitively and effectively, helping pupils to correct errors and prompting them to make their writing interesting. Just occasionally, they could visit pupils more when they working independently to ensure they are meeting objectives and that their attention is not wavering.

67. Since the new school was formed, the very good practice that has been developed over time in the infant classes has been extended into the junior classes where it is improving the teaching of writing. Several teachers new to the juniors now have considerable expertise in teaching English. The same vibrancy and breadth of writing are evident in pupils' writing as they successfully adapt it for play scripts, reports, debates, poetry and stories. However, too often pupils' writing is marred by careless mistakes in spelling, grammar and punctuation and by untidy handwriting. This leads to disappointing results in tests where some pupils do not reach the standards of which they are clearly capable. The school has identified the right priorities, and teachers have a good understanding of what needs to be done to bring about the necessary improvements. There is evidence of very effective marking and target setting in some classes, so that pupils have a clear idea of what they need to do. This is not the case in all classes, and teachers do not always ensure that pupils know what to do to make the necessary improvements in their writing.
68. The leadership of English is good, with subject leaders and senior managers giving the subject a high profile in the school. The systems for checking how well pupils are doing are improving and this is leading to a greater awareness of the pattern of pupils' achievements in the junior classes. The subject leaders have successfully boosted resources and these are now good. Their role in checking pupils' work and the effectiveness of teaching is underdeveloped. This means that they do not have the opportunity to pick up and deal with the inconsistencies and weaknesses as quickly as they might.

Language and literacy across the curriculum

Pupils use their language and literacy skills very well in other subjects. The school has a particularly effective themed approach in its curriculum so that cross-subject links are clearly identified. There are good opportunities for pupils to develop such skills as note taking, explaining, writing and researching in all subjects. Teachers make very good use of homework tasks for reading, research and writing.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The curriculum in mathematics is very effective and leads to high standards and very good achievement.
- Pupils learn well because the teaching is good and lessons are challenging.
- Pupils' enjoy mathematics and their attitudes to the subject are very good.
- Although the quality of subject management is good, co-ordinators have too little opportunity to evaluate all the aspects of teaching and learning.

Commentary

69. Standards in mathematics for pupils in Year 2 and in Year 6 are well above the national average and the school's performance in the national tests is well above that of similar schools. Pupils achieve very well and make very good progress throughout the school. Higher attaining pupils are appropriately challenged and many achieve standards that exceed the expectations for their ages. Pupils with special educational needs make good progress, although with a better targeting of objectives this has the potential to be even better. Boys and girls make similar progress and those pupils from minority groups also do very well.
70. The well-considered and constructive way in which the curriculum is organised has a significant impact on the standards pupils attain. When pupils are being taught a new skill they are given time to practise that skill in many different ways until they are confident in using it and understand it thoroughly. The teachers then carefully check that the pupils do really know

and understand what they are doing before moving on to something new. For example, pupils in Year 2 are given sufficient periods of time to work with numbers, adding them and subtracting them and making their own sums until they are quite confidently dealing with relatively large and complex numbers. Pupils in Year 6 have a very detailed knowledge of the characteristics of geometric shapes gained through investigations of, for example, quadrilaterals and their diagonals. Once the formal work is finished the pupils challenge each other with shape facts, showing their confidence and security in what they have been learning.

71. The quality of teaching was never less than good and is often very good. Lessons are well structured and begin with a lively mental session which engages the pupils in using number skills and recalling the knowledge they have already acquired. In Year 2 pupils worked in pairs to see which could be the first team to arrange ten numbers in the correct order. It was a challenging activity with the random numbers ranging from 6 to 97. During whole-class and group activities pupils are given opportunities to put into practice what they have been taught and then at the beginning of the next lesson teachers use the introduction to check how much they can remember. This helps to ensure that the teaching is building progressively and securely on what pupils already know and can do.
72. By capturing the pupils' interest and enthusiasm and providing a pleasant and lively atmosphere in which they can learn, staff ensure that the pupils develop a love of mathematics. Pupils demonstrate very positive attitudes to all aspects of the subject and tackle new ideas with confidence. In discussion with pupils it was noticeable how many of them selected mathematics as the subject they enjoyed most. Because of the very positive attitudes the pupils thoroughly enjoy being challenged and in every lesson the teachers not only asked for an answer but also an explanation as to how the answer had been arrived at. Pupils with special educational needs are well supported in lessons and because of this they make good progress. In all the lessons observed, pupils' learning was at least good and often very good.
73. The subject leaders provide good leadership and have a very clear understanding of what needs to be developed further. Recently they have been building into the weekly programme a specific slot for investigative work in order to strengthen this aspect of mathematics. Although planning is regularly monitored through the school there is no monitoring or evaluation of teaching and learning and this needs to be the next priority in order to secure consistent quality in the way the subject is taught.

Mathematics across the curriculum

74. The inter-linking of subjects is a strong feature of the curriculum and opportunities for pupils to use mathematics in other subject areas are regularly planned into their work. For example, in science lessons pupils are required to measure accurately, record numerical information clearly and present data in a form that makes it easy to analyse. In all the lessons observed pupils were encouraged to use correct mathematical terms and become confident from an early age in their use.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average at end of Year 2.
- There are weaknesses in the enquiry skills of junior age pupils which prevent them achieving as well as they should.
- The teaching in the infant classes is good and at times very good.
- The teaching in the junior age classes is satisfactory but lacks the clear approach to scientific enquiry needed to build pupils' skills progressively and systematically.

- Pupils' attitudes to the subject are extremely positive and they are very keen to find out how the world around them works.
- The co-ordinator has a clear understanding of what needs to improve but has insufficient opportunity to monitor and evaluate the subject thoroughly.

Commentary

75. Pupils' capacity for science is very evident in the infant classes where the quality of teaching, and subsequently pupils' learning, is at its strongest and most consistent. In Years 1 and 2 pupils receive regular opportunities to participate in well-planned and progressively structured practical activities which build their knowledge, understanding and skills at a good pace. Consequently, by the end of Year 2 all pupils attain the level expected for their age and a good proportion attain at an above average level in all aspects of the subject. Pupils are highly motivated, work hard and show an enthusiasm for learning new things. The emphasis infant teachers place on even the youngest pupils doing things for themselves helps them to develop confidence and independence which, given time, should eventually permeate the whole school and make considerable difference to the manner in which older pupils approach the practical aspects of science.
76. Standards in Year 6 are broadly average. Test results and the quality of pupils' work represent a satisfactory level of achievement for pupils in the junior classes. By Year 6, most pupils have the knowledge expected for their age and many show a good level of understanding of the key ideas of science. Pupils absorb information quickly and readily and retain it very well. For example, they know that matter exists in one of three states and can name the most common gases and their sources. While pupils' enquiry skills are generally satisfactory, there are few pupils who show the level of independence that could be expected from other aspects of their work. They need guidance from teachers at all stages of a practical test and do not yet have a secure grasp of the processes they need to go through to answer a scientific question by investigation. Although most pupils appreciate that at the end of an investigation they need to explain why they obtained the results they did, very few Year 6 pupils understand how to utilise their existing scientific knowledge in combination with new information to draw detailed conclusions. In general, it is this lack of enquiry skills that is preventing standards rising to the level pupils attain, for example, in mathematics.
77. To some extent the weaknesses in pupils' enquiry skills are a legacy of their previous school. However, while the teachers in the junior classes are working hard to provide pupils with worthwhile practical experiences, some lack the expertise to focus on exactly what the pupils need to learn next and how to provide for it. Consequently, while the teaching in Years 3 to 6 is satisfactory overall, there are significant variations in quality, particularly in relation to how well pupils' enquiry skills are promoted. This is recognised by the school and plans are being formulated to address it. Pupils take a pride in their work, concentrate well and readily share ideas and responsibilities. However, while pupils in Years 5 and 6 pay close attention to the teacher the looks of puzzlement that at times cross their faces are a clear indication that they are not yet fully in control of what they are doing. The residual effects of the unsatisfactory teaching that older juniors received in their previous junior school are still evident in their attainment, but the school is steadily eradicating the weaknesses and increasing pupils' rate of progress.
78. Assessment procedures for science are satisfactory although these are mainly based on the knowledge pupils gain and there is a need for teachers to have a clearer picture of what skills pupils should be acquiring as they move through the school. The subject manager is new to the post but already has a solid understanding of what needs to improve. She has the enthusiasm needed to motivate colleagues and the subject knowledge to provide support where it is needed. However, some of this enthusiasm is not being fully utilised because the co-ordinator has insufficient opportunities to monitor and evaluate the subject thoroughly. As a result important information about the effectiveness of provision and its impact on pupils'

achievements is not available to the co-ordinator when she has to make decisions about the future developments.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Teachers are working hard to raise standards and pupils' achievement in ICT and this is having the desired effect.
- Resources for ICT are good and support learning well.
- Procedures for monitoring pupils' standards and progress are not fully in place.
- Keyboard skills of pupils in Key Stage 2 are not high enough.
- ICT is used well to enrich pupils' work in art.

Commentary

79. In relation to their prior attainment, pupils achieve well as they move through the school and reach the expected standards in Years 2 and 6. The school has established a well-resourced ICT suite which is mainly used by pupils in Years 3 to 6. Computers for younger pupils are based in their classrooms. The good quality of resources, together with well-planned training for teachers, has enabled the school to establish a climate of rising standards and to ensure that the ICT curriculum is taught in sufficient depth. Teaching is good in Years 1 and 2, and satisfactory overall with some good features in Years 3 to 6. Teachers have secure knowledge and this enables them to explain procedures well to the pupils. The effective balance teachers strike, between instruction and pupils practising what they have been shown for themselves, results in the systematic development of pupils' skills, for instance, in creating databases and entering information onto spreadsheets. Some pupils bring good ICT skills from the work they do at home and share these with others readily and constructively as they work in pairs at the computer.
80. By the age of seven, pupils have sound basic keyboard skills and know the function of different keys, such as 'shift' and 'spacebar'. They use these to good effect when writing sentences and short stories. Pupils are beginning to use ICT to record and extend their work in other subjects. For example, pupils in Year 2 create symmetrical pictures and patterns on a paint program following a mathematics lesson exploring symmetry.
81. Pupils in Years 3 to 6 make sound progress but the keyboard skills of older junior pupils are not as good as are often found at this age. A significant proportion of pupils type slowly and are not fully conversant with the position of the keys. This is making some activities, such as the drafting and redrafting of written work, somewhat laborious. To a large extent this weakness is due to pupils having insufficient opportunities at their previous junior school to acquire the necessary skills. However, these gaps are now steadily but systematically being filled. Conversations with pupils show that they have a good understanding of the many ways ICT is used today and how dependent society is upon it. They are enthusiastic about ICT and clearly enjoy their learning.
82. The subject management is satisfactory. The joint co-ordinators have worked successfully to give ICT a higher priority in school and they have supported teachers as they acquire the ICT skills needed for effective teaching and learning. Assessment procedures to monitor the standards and progress of pupils are not yet fully in place. Therefore it is difficult for teachers and the co-ordinators to plan where improvements need to be made.

Information and communication technology across the curriculum

83. The use of ICT in other subjects is satisfactory overall. Teachers make good use of paint and graphic programs to enrich pupils' work in art and design. Opportunities for pupils to regularly word process their work in English and in subjects such as history and religious education often increase the quality and impact of their writing. Pupils produce graphs to aid their work in mathematics and to present their findings in science.

HUMANITIES

No geography lessons and only two history lessons were seen, both in the junior classes. It is not therefore possible to make firm overall judgement about the provision in these subjects. However, examination of the work pupils completed last year provided valuable information. The commentary below is based primarily on this plus the outcomes of discussions held with staff and pupils.

Five lessons were seen in religious education and findings were confirmed by examination of pupils' work and through discussion with staff and pupils.

Geography and History

Main strengths and weaknesses

- Effective cross-curricular links are made with other subjects.
- Lessons are planned carefully to generate pupils' interest and to encourage them to learn.
- The curriculum is frequently enriched by visits to places of interest and by the use of good quality resources and artefacts.
- Subject co-ordinators have too little opportunity to evaluate teaching and learning.

Commentary

84. Standards in geography and history are above expectations. Strengths of the teaching and learning are the constructive links that are forged between these two subjects and other areas of the curriculum, in particular literacy and art. In Year 3 pupils studying the Romans have written letters from imaginary soldiers based at Hadrian's Wall, describing the conditions they are living in and requesting that their families help them with clothing and food. In Year 6, as part of a river study, pupils use their research skills to find information about several river towns and they then use this information to write highly descriptive paragraphs about places such as Gloucester and Shrewsbury. When studying St Lucia, the pupils produce graphs of what people do in their work. This and similar work provides a valuable extension to pupils' mathematics. Art plays a substantial part in their history and geography studies and during the Year 4 topic on houses the pupils use a number of techniques that include block printing, wash resist, relief printing and collage, to recreate well-formed images of different types of houses. The quality and range of these links with other subjects are very good and add richness to the work they are covering.
85. The quality of teaching is good and lessons are planned thoroughly. Teachers make lessons interesting and stimulating by using good quality resources and archive material. During a Year 5 lesson on Victorians the pupils began by watching a video of a Victorian school. Following this a group of the pupils dressed in Victorian clothes took the part of the school-teacher, the school inspector and pupils and the rest of the class asked them questions about aspects of Victorian school life. Very clear instructions helped pupils to begin the next activity, which involved pupils identifying and naming various sources of information that were on the tables. This approach to lessons in both history and geography is engaging the interest of pupils and leading to the high standards.

86. The subject leaders for history and geography are enthusiastic and keen to see the subjects flourish. At the moment they monitor planning and oversee resources; they now need to play a more active role in monitoring and evaluating teaching and learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have sound knowledge of the key features of different faiths.
- Religious education contributes well to many aspects of pupils' personal development.
- Pupils' speaking and listening skills are developed well.
- Procedures for the monitoring and evaluation of pupils' attainment and progress are underdeveloped.

Commentary

87. Across the school as a whole, pupils' achievement is satisfactory and by Year 2 and Year 6 their attainments are similar to the expectations of the locally agreed syllabus. Pupils study the major world faiths of Christianity, Judaism and Islam. By the end of Year 2, pupils know a range of stories from the Bible and know about the significant events in the life of Jesus. Many pupils are beginning to understand the similarities and differences between faiths and are aware that each faith has its own festivals, special places of worship and holy writings. For example, pupils know that Christians worship in church and Jews in synagogues. The activities teachers provide enable pupils to consolidate their learning. During one discussion, pupils in Year 2 vividly recalled visiting the local church to experience a 'Christening' using a doll as a substitute for the baby. Pupils in Year 1 listened spellbound as their Muslim classmates describe their Eid celebrations following the end of the festival of Ramadan. Such experiences add much to the cultural appreciation of all pupils and help promote the racial harmony which is such a strong feature of the school.
88. During Key Stage 2 pupils gain a deeper understanding of Christianity and appreciate the differences between Christian forms of worship and the rituals involved, such as taking bread and drinking wine in the Communion service. Pupils in Year 5 discuss maturely and at length the meaning of a ritual and look in particular at the Muslim washing ritual of 'Wudu'.
89. Teaching is sound throughout the school and lesson planning has clear learning objectives. Teachers' expectations of pupils are high and pupils respond by behaving well, listening attentively and working hard. Teachers question pupils constructively so as to broaden their knowledge and give them a depth of understanding. Work is effectively linked to other subjects, particularly English. For example, pupils in Year 3 work in pairs to identify the metaphors in one of the psalms and pupils in Year 4 plan the writing of an information leaflet about the church.
90. Artefacts are used well to introduce pupils to the special places, dress, celebrations and religious practices of Christians, Muslims and Jews. These objects are very interesting to pupils and seeing them and carefully touching them teaches pupils to show respect. Themes and issues explored in the daily act of worship reinforce what pupils learn in religious education lessons and at the same time contribute to their spiritual, moral, social and cultural development.
91. The co-ordination of the subject is satisfactory. The co-ordinator looks at teachers' planning and is currently bringing the scheme of work up to date. However, monitoring of pupils' learning is not well developed with the result that the quality of pupils' work is not accurately evaluated.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only three lessons of design and technology were seen, two in Year 1 and one in Year 5, and because the subject has not appeared on the timetable of many junior classes yet this school year, the work available for sampling was limited. It is therefore not possible to evaluate standards by Year 6 or to form an overall judgement about provision.

Art and design have a very high profile in the school and despite only one lesson being seen there was sufficient evidence throughout the school to make secure and informed judgements about provision.

Three lessons of music were seen, one in the infant classes and two in the junior classes. Other activities, including singing in assemblies and the school choir, provided additional information.

One lesson of physical education was seen in the infant classes (Year 2) and three in the junior classes (one each in Years 3, 4 and 5).

Art and design

Provision in art is **very good**.

Main strengths and weaknesses

- Standards are well above average.
- Pupils achieve well and work hard because teaching is good and often very good.
- Subject managers provide strong leadership and work hard to promote art throughout the school.
- There are good opportunities for pupils to extend their art skills in other subjects.
- Pupils' skills in three-dimensional work are not as well developed as in other aspects because they receive fewer opportunities to learn.

Commentary

92. Although only one art lesson was seen, there were many examples of pupils' current and past work attractively displayed around the school. Standards by the end of Year 2 and Year 6 are well above those normally seen. Pupils have a good knowledge of the work of famous artists because in each year group they examine different styles and techniques. Their very good observational skills and attention to detail help them create their own pictures in the style of Monet and Klimt, as in a 'Changing Seasons' theme in Year 5. They learn to refine their work in stages, using a background colour wash, bold lines, and dabbing and shading effects progressively and effectively as they build up their pictures lesson by lesson.
93. Good teaching throughout the school ensures that pupils achieve well and show an obvious enjoyment for the interesting projects planned. Several staff have specialist knowledge and their very good teaching and enthusiasm are infectious. Good use of homework in a lesson in Year 6 meant that pupils had prepared well for the Greek theatre masks they were making as part of their history topic. As a result of this good start, pupils were eager to begin and worked imaginatively and conscientiously. Their behaviour and concentration were excellent.
94. During the inspection there were many examples where art was taught effectively through other subjects. Relief prints and pictures of buildings linked to a Tudor theme in history, and the use of a digital camera and computer art program in producing amusing self-portraits, were two examples where pupils showed considerable skill in their work.
95. The subject manager has been particularly effective. Very energetic in promoting art and in establishing the high standards of displayed work, she provides a very good example for others who, as a result, express their own growing confidence in teaching the subject. Because she oversees her subject effectively, she has a very clear view of what needs to be

improved. There is a good action plan in place to improve the range of opportunities pupils have for three-dimensional work, where their skills are not as good as in other aspects of art.

Design and technology

Main strengths and weaknesses

- The teaching and learning are good in the infant classes and pupils achieve well.
- Pupils in Year 6 have weaknesses in their knowledge, understanding and skills.
- Pupils show good levels of interest and apply themselves well.

Commentary

96. It is evident from discussions with Year 6 pupils that weaknesses in the curriculum of the junior school from which they came have left gaps in their knowledge, understanding and skills which they will struggle to bridge before they transfer to secondary education. Pupils recall with enthusiasm the project work they carried out in Year 5 and clearly gained much from it, but they do not have a secure understanding of how the different elements of the designing and making link together into a cohesive process. In the Year 5 lesson seen, pupils were investigating musical instruments as a precursor to making some of their own. Pupils worked with interest and enthusiasm and gained much from the wide range of good quality resources the teacher had provided. This lesson provided a solid start to the project.
97. More evidence was available in the infant classes, and the two lessons seen plus the work pupils had produced in the past indicated good teaching and effective learning. The models pupils produce are of a good quality and the simple mechanisms they employ to make some parts move work well. Teachers link design and technology to other subjects constructively so that the context of pupils' work has meaning and purpose for them. Pupils act very responsibly when using scissors and other tools and many are able to work on their own initiative once they understand what is required of them. Many Year 1 pupils are developing good fine motor skills. They cut accurately for their age and are able to manipulate delicate fastenings successfully. Pupils achieve well in the infant classes and by the end of Year 2 standards are above average. The co-ordinator has a clear vision of the direction in which the subject should develop and is planning accordingly.

Music

The provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievements and standards in singing are good.
- Pupils enjoy their music lessons and behave very well because activities are interesting.
- Some teachers lack confidence and skills in teaching the subject which results in variations in the quality of teaching and learning.

Commentary

98. Standards throughout the school are as expected and pupils' achievements are satisfactory. Pupils achieve well in singing and standards are good. There are good opportunities in assemblies where pupils sing enthusiastically, expressively and tunefully. The recent introduction of the 'Music Express' scheme of work using taped music has given pupils' singing a further boost in lessons, and provided good opportunities for them to practise and improve their performance.
99. The teaching of music is satisfactory. Pupils enjoy their singing lessons, particularly when there are opportunities for action as well. This was evident in Year 2 when pupils maintained a

good tempo as they performed to the 'March of the Kitchen Utensils' music and when pupils in Year 4 were doing the actions to 'One potato' and other singing games. Pupils listen very carefully when music is playing and Year 5 pupils were able to quickly spot which tunes had one or more melodies, even when these were very subtle. Although the new scheme of work is providing a good basis for teachers' lesson planning, some teachers are unsure how to make the most of these programmes to move pupils' music skills forward. Sometimes, because of this, lesson objectives become a little blurred. At this point, pupils' rate of progress slows and on occasions activities are repeated unnecessarily.

100. The temporary co-ordinator is well aware that music is in need of further development and has already introduced some improvements in planning. The systems for checking the quality of teaching and how well pupils are learning, although satisfactory, are in need of some improvement, so that the school has a clearer view of the strengths and weaknesses in the subject. The school has every intention of appointing a permanent co-ordinator as soon as the opportunity arises.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- A significant minority of pupils attain standards that are above average.
- All pupils receive equal opportunities to learn.
- Teachers have a secure understanding of how physical education lesson should be structured but do not always give pupils sufficient opportunities for evaluation.

Commentary

101. Pupils' achievements are satisfactory and standards average for pupils of this age. A significant minority of pupils are particularly skilful and agile and they perform at an above average level. For example, in a well-taught Year 5 games lesson a group of able footballers showed good ball control and the awareness of space needed to play a competitive team game effectively. Pupils receive a broad curriculum and during the four days of the inspection lessons in dance, gymnastics and games took place regularly. Pupils in Year 5 have swimming lessons. By the time they leave the school almost all can swim a minimum of 25 metres and a good proportion are performing at a significantly higher level.

102. The teaching is satisfactory and on occasions good. Teachers have a sound understanding of the different elements which make up an effective lesson and routines are firmly established. Pupils know, for example, that at the beginning of all lessons they need to warm up gradually and at the end to calm their bodies down before leaving. In most lessons teacher use a well-balanced series of instructions, questions and suggestions to generate momentum and to make pupils think about how they can improve. In those lessons that are satisfactory rather than good, pupils are often given insufficient opportunity to constructively evaluate their own performance and those of others and opportunities to promote this aspect of pupils' learning are missed.

103. Pupils are encouraged to participate in sport, with the school providing a number of activities in which pupils can participate outside of lesson time. These include involvement in sports teams in which the whole school takes pride. Recent successes include the netball team winning the local competition. Equality of opportunity is provided for all pupils with, for example, girls enjoying the rigours of football and boys the intricacies of dance. The co-ordinator is relatively new to the post but has recognised the need to review the teaching programme to ensure that the school has a secure framework for the progressive development of pupils' skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only three personal, social and health education lessons were seen, two in Year 2 and one in Year 6. The evidence is therefore somewhat limited and it would be inappropriate to make an overall judgement about subject provision.

Commentary

104. From the content of the three lessons seen and the regularity with which personal, social and health education lessons appear on the timetable, it is clear that the school puts a strong emphasis on pupils' personal development. Year 6 pupils have become accustomed to discussing important issues, such as basic human rights, in a mature and sensible manner, and readily express their views in the knowledge that they will be listened to and their views respected. The foundations of this work can be seen clearly lower down the school where teachers skilfully draw Year 2 pupils into discussions about the need for rules to keep us safe. The very good relationships teachers establish with pupils are the cornerstone of the teaching and provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives.

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	2
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	3
Overall standards achieved	3
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	1
The leadership of other key staff	3
The effectiveness of management	3

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