

INSPECTION REPORT

HOGARTH PRIMARY AND NURSERY SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122425

Headteacher: Fiona Dearden

Lead inspector: David Marshall

Dates of inspection: 9th – 11th December 2003

Inspection number: 256455

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	263
School address:	Porchester Road Nottingham
Postcode:	NG3 6JG
Telephone number:	0115 9150106
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Rooth
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

Hogarth is an average size, community primary school with 263 pupils on roll; of the full-time pupils, 127 are boys and 136 girls. There are 52 pupils in the nursery, most part-time. Attainment on entry is well below average. Of the pupils of statutory age over a third are from minority ethnic backgrounds – above the national average. Fifty-two of these pupils are supported through grant funding for ethnic achievement. There are 30 pupils with English as an additional language and at an early stage of language acquisition – again above the national average. Fifty pupils have special educational needs, which is above the national average, but there are none with statements of specific need. Over 20 per cent of the pupils are entitled to free school meals, again above the national average. Pupils who join part way through their schooling with specific educational or behavioural problems, particularly later on in Key Stage 2, have a detrimental impact on achievement levels. There have been five short-term exclusions of three pupils in the last year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Information and communication technology Music English as an additional language
9092	Ronald Elam	Lay inspector	
33237	Christine Haddock	Team inspector	Mathematics Art and design Design and technology Special educational needs
24895	Kathleen Hurt	Team inspector	Science Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school that is improving. Its caring ethos results in the effective personal development of all pupils. Although pupils achieve satisfactorily overall and make sound progress due to the sound teaching, standards in many subjects are below average by the time they leave the school. The school is well led and managed satisfactorily, and the headteacher motivates and influences both staff and pupils effectively. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- This is a caring school in which all pupils are included, made welcome and achieve well in their personal development as there are very good arrangements for promoting and monitoring discipline and pupils' behaviour.
- The quality of provision in the Foundation Stage means that children make a good start to their education.
- The headteacher provides good leadership. She is well supported by the governors.
- Pupils with special educational needs are well supported; their individual education plans are good and are reviewed effectively.
- Pupils with English as an additional language are supported well and make good progress.
- Although satisfactory overall, the quality of teaching is variable and the good practice seen in some classes is not shared as effectively as it could be; this limits pupils' progress in some years.
- The provision for extra-curricular activities is very good, and enhances the curriculum for all pupils well.
- The school has good links with the local community.

Since the school was inspected in 1998, the rate of improvement has been satisfactory. The headteacher has taken up post since the last inspection and has created a strong sense of teamwork in a school in which all pupils are made welcome and enabled to settle in well – even when they have failed in other schools. The school has worked hard to correct the weaknesses identified at the time of the last inspection. Attendance has improved. Planning now identifies aims for lessons well and teaching overall has improved. The school management plan is now a useful document with priorities for planning for the future necessary changes. Attainment has risen for the younger pupils, but has yet to improve as markedly for the older pupils.

STANDARDS ACHIEVED

Year 6 results

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children start in the Foundation Stage with well below average skills in communication, language and literacy, knowledge and understanding of the world and mathematical development. The children make good progress but most will not reach the early learning goals set for them. Children are well taught and achieve particularly well in their personal and social development. Their physical development is inhibited by the lack of suitable outdoor play facilities. Pupils work hard in Year 2 and achieve well and standards are now average in mathematics and science, but below average in

English. In Years 3 to 6 the majority of pupils make sound progress and achieve satisfactorily. However, by the end of Year 6, standards are below average in English, mathematics and science. In other subjects seen during the inspection, standards were in line with national expectations. The number of pupils who come into the school during Years 3 to 6, often with significant learning or behavioural problems, have a significant impact on the levels of attainment shown in national tests in Year 6. Pupils with special educational needs achieve well and many attain average levels of attainment by the time they leave the school. Pupils with English as an additional language also achieve well.

Provision for pupils' spiritual, moral, social and cultural development is very good. As a result, pupils have positive attitudes to school. They are enthusiastic and motivated, and enjoy coming to school. Pupils' behaviour is good all times. They form good relationships and are keen to help each other and enjoy each other's success. Pupils' attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory overall, although there are variations across the school. In the Foundation Stage, the teaching is good and helps children to settle into school well and so children make good progress in their learning and develop good learning habits. In Years 1 and 2, the quality of teaching is never less than satisfactory, and is consistently good in Year 2 where the management of behaviour and the encouragement to learn given to pupils are real strengths. In Years 3 to 6, teaching is satisfactory overall, but again is better for the older pupils in the Year 5/6 classes. Here teachers use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all.

Overall the school provides a satisfactory, well-balanced curriculum. The many extra-curricular and additional activities enrich the curriculum very well. Literacy and numeracy skills are developed well, but are not consistently used in other subjects. Partnerships with parents are satisfactory. They are kept well informed of their children's progress and support the school well. In particular, the Friends' Association is an active organisation whose fund-raising is a valuable additional resource. The school provides effective care for all of its pupils.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership that promotes a drive for improvement and an ethos that supports and welcomes all pupils, and has made the school popular in the community. She has established a clear school improvement plan that enables the management to be satisfactory. The head and deputy share a strong vision for future improvement and their significant investment in checking what is happening and finding ways to improve provision demonstrates a high level of commitment to raising standards. This has been successful for pupils' personal development throughout the school. In Key Stage 1, the drive for improvement in standards has been successful and is reflected in pupils' good progress. However, there has not been time for these changes to have been effective in Key Stage 2. The governors organise their work well and make a good contribution to school improvement. Overall, **governance is good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good regard for the school and feel a part of the school's development. The pupils enjoy school and recognise the way they are supported so well.

IMPROVEMENTS NEEDED

- a) Raise levels of achievement in English, mathematics and science for pupils in Years 3 to 6.
- b) Improve the overall quality of teaching and learning by further sharing the good practice seen in parts of the school.
- c) Provide a designated, secure area for outdoor play in the Reception classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and in Years 1 and 2. Throughout the rest of the school achievement for most pupils is satisfactory. Pupils' standards in reading, writing and mathematics are in line with expectations for their age by the end of Year 2. Standards are below average in English, mathematics and science in Year 6.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well.
- For pupils in Year 2, achievement is good. Due mainly to good teaching in Year 2, standards have improved significantly in the last four years.
- Pupils with special educational needs and those learning English as an additional language achieve well.
- Achievement in Years 3 to 6 varies a great deal. Most pupils do reasonably well but could often do better.

Commentary

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

Standards in:	School results	National results
Reading	15.8 (15.7)	15.7 (15.8)
Writing	14.9 (14.5)	14.6 (14.4)
Mathematics	17.1 (16.6)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.9 (23.4)	26.8 (27.0)
Mathematics	24.5 (23.4)	26.8 (26.7)
Science	26.9 (23.9)	28.6 (28.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

1. Children's attainment on entry to the nursery is well below expectations for their age. Teaching and learning are consistently good, adults manage children very well and relationships are very good. The good ratio of children to adults ensures that the needs of all children, including those with special educational needs, are met. Achievement is good in all areas of learning, particularly in language, personal and social development. Even though children have made good progress, by the end of the reception year standards are below expectations in most areas of learning.
2. Inspection findings confirm the good progress indicated in the national test results, above, in Year 2. Children enter the school with attainment generally well below average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved significantly over the past three years. When compared to similar schools, based on

number of pupils claiming free school meals, pupils' attainment in 2003 was average in reading, writing and above average in mathematics. The number of pupils reaching the higher Level 3 in reading and mathematics was average and the number who attained this higher Level 3 in writing was above average.

3. Last year, for the first time, the school's results in the national tests for both seven and eleven year olds showed significant improvement. However, the change for the better over the last four years has been below the national trend. Results of tests in English, mathematics and science taken by eleven year olds in 2003 improved on those achieved in 2002. In mathematics, the numbers achieving expected levels for their age was well below average; in English and science it was below average. Targets in English and mathematics tests in 2003 were not reached.
4. The relative progress made by pupils between the ages of seven and eleven – known as the value added measure – is below the national average. However, pupils joining the school during the junior years, often excluded from other schools and with significant learning or behavioural problems, have a detrimental effect on standards overall. In the cohort of pupils who took the national tests in Year 6 last year, a quarter of these pupils joined in Years 4, 5 and 6, with most joining in Year 6. All but one of these pupils had special educational needs and eight had to receive specific additional support. When only those pupils who have been in the school for the whole of their time from Year 3 to Year 6 are considered, then their overall achievement is average.
5. Two groups of pupils make better progress than that made by other pupils. Throughout the school pupils with special educational needs make good progress and achieve well. The good teaching and organisation of the co-ordinator and the good support of classroom assistants contribute positively towards the good progress these pupils make. The school's ethos of including all pupils and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff.
6. The attainment and progress of learning of pupils with English as an additional language are also better than those of the school as a whole. Pupils make good progress when they start at the school and are enabled to achieve standards that are appropriate for their ability. The high number who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. The level of support is consistent and all pupils make good progress as a result. For pupils who are new arrivals and at the initial stages of English language acquisition, progress is also good and they are also on track to achieve standards in line with expectations for their age and ability.
7. In other subjects, standards in religious education, information and communication technology, art and design, history and geography, design and technology and physical education are in line with those expected for their age and ability at the end of both key stages. In music, standards pupils achieve in singing and performing are above those expected for their age at the end of both key stages.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and behaviour are **good**. Attendance and punctuality are **satisfactory**. The provision for the spiritual, moral, social and cultural development of pupils is **very good** overall.

Main strengths and weaknesses

- Pupils behave well, have positive attitudes to work and enjoy being at school.
- The school's provision for social, moral and cultural development leads to very good relationships around the school and between the different cultures.

Commentary

8. The table below shows the attendance figures for the school. The level of attendance has improved since the last inspection and is now similar to that of primary schools around the country. Absences are mainly due to medical reasons but a significant number of families take holidays during term time. Punctuality is satisfactory.
9. The school has introduced a variety of initiatives to reduce absences. These include gold, silver and bronze awards for good attendance. The teachers, headteacher and the education welfare officer monitor the registers, contacting parents as necessary.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.0
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

10. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates through group work, paired discussions and responsibilities within each class. The pupils in Year 6 have a range of responsibilities around the school. The school council enables pupils of all ages to work together. Pupils' awareness of the wider world is enhanced with inter-school sports matches and talks by representatives of charities. Their relationships with their peers and with adults have maintained the high level at the time of the last inspection, and contribute to the quality of work in lessons and to the progress they make. They are interested in the ideas of others and, for example, often listen respectfully to the contributions of others in class discussions.
11. The pupils' personal development is very good. As well as providing a brief time for reflection, school assemblies help pupils to gain a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. In the classroom pupils discuss varied topics and accept that others may have a different view or belief from their own. The pupils from a wide range of different cultures mix well with each other and it is very apparent that racial harmony is one of the strengths of the school. When given the opportunity, pupils willingly demonstrate they can act responsibly, taking care when supervising others moving round the school and when carrying out tasks in the classroom. Pupils are able to think for themselves. However, in some classes the teachers too closely direct some of the work and opportunities for independent working are limited.
12. The provision for cultural development is very good. Its strength lies in the fact that many subjects provide pupils, irrespective of their age, ability or ethnic background, with a fuller understanding of the world around them. Pupils are starting to appreciate the western cultural background from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. The staff have had training in how to introduce other cultures into different subject areas and the benefits of this are shown in the variety of displays around the school. There is a strong emphasis on establishing positive attitudes to others whatever their culture or background through discussions, for example in circle times. The Heartstore Project, with its use of visual resources that challenge pupils to explore racist attitudes through real-life experiences, is one of many experiences that successfully sharpen pupils' awareness of multicultural issues and the need for racial harmony. The school also fully uses occasions such as Black History month and, more importantly, encourages pupils to talk about their own cultural traditions. During the year, festivals are used as opportunities not only to celebrate and learn about different religions, but also to understand the variety of life-styles of pupils within the school. These opportunities are enhanced by the different visitors and by the contribution of parents in preparing a range of foods.

13. The pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. The majority of pupils enjoy their work and want to do well – as they say, "The lessons are fun". They listen attentively, follow instructions well and usually settle quickly to the tasks given. They are eager to answer questions and are prepared to contribute their ideas. In most classes pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. Nevertheless, in some lessons seen, the work is not presented in an interesting way. This leads to a lack of attention by some pupils.
14. Pupils' moral development is very good. The great majority of pupils behave well in the classroom, at play and lunch times. They are well mannered, polite and courteous. They move around the school in an orderly way even when not supervised. Even the youngest, in the nursery, wait patiently for other classes to come in to assemblies. The school uses a variety of positive strategies to encourage good behaviour that are used consistently by all the staff. Pupils with special behavioural needs are well supported by the staff and by people from outside services. Parents and pupils confirm that the school has effective procedures to deal with the occasional aggressive behaviour that may take place. Last year three pupils were involved in a total of five fixed-term exclusions.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	No. of fixed period exclusions	No. of permanent exclusions
White - British	170	1	0
White - other	11	0	0
Mixed - White and Black Caribbean	21	4	0
Mixed - White and Black African	1	0	0
Mixed - White and Asian	3	0	0
Mixed - other	9	0	0
Asian or Asian British - Indian	7	0	0
Asian or Asian British - Pakistani	22	0	0
Asian or Asian British - other	1	0	0
Black or Black British - Caribbean	14	0	0
Black or Black British - African	2	0	0
Black or Black British - other	1	0	0
Chinese	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Pupils' progress is better in some classes than others because teaching and learning are not of a consistently good quality.

Teaching and learning

Main strengths and weaknesses

- Teaching is good in the Foundation Stage.
- The quality of teaching for Year 2 and Year 5/6 pupils is good and teaching overall is satisfactory. This is an improvement from the time of the last inspection.

- The deployment of part-time teachers, classroom assistants and parents is effectively supporting pupils' progress.
- Teachers explain tasks well and have good control and management of pupils.
- The procedures for assessing pupils' work in order to plan appropriately for each lesson are good. However, the use that individual teachers make of the information they have varies a great deal and is generally unsatisfactory.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1(3%)	7(21%)	10(29%)	15(44%)	1(3%)	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

15. The teaching in the Foundation Stage is good. The adults are very aware of the differing needs of the children on entry and provide a broad curriculum. They rightly emphasise language and social skills and the children make good progress in these aspects. Planning clearly identifies what children are to learn, and all activities selected are a good preparation for when the children start the National Curriculum. Children of all abilities are given good support and so their progress is good. Classroom organisation is good and the teachers make the best possible use of the good range of resources to achieve the early learning goals for children of this age.
16. The teaching in Year 1 and 2 varies. At its best in Year 2 it reflects the teacher's care to use language carefully and with enthusiasm to bring clarity to explanations and to improve the accuracy and quality of pupils' speaking and listening. Teachers question effectively and with great enthusiasm. In most lessons teachers target their questions carefully, taking account of pupils' differing needs and abilities. This builds pupils' self-esteem, gives them the confidence to express their own ideas, and enables them to make good progress.
17. Teaching in Years 3 to 6 varies considerably. For the older pupils it is usually good, where teachers have good subject knowledge and clear planning. The links between different subjects that these teachers are now planning produce activities that are particularly valuable as they make lessons more interesting. The effective teaching in the Year 5/6 classes enhances the quality of whole-class teaching in the literacy and numeracy sessions. Teachers have good relationships with their pupils. They use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all.
18. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not, however, used consistently by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Some, but not all, teachers mark pupils work carefully, giving each pupil clear advice on how to improve. These arrangements, when applied consistently, motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school.
19. The achievement and teaching of pupils with special educational needs are good when they are provided with learning opportunities from support staff. Support staff apply good strategies for managing pupils' emotional and behavioural difficulties. However, occasionally in the classrooms where there is no additional support the inappropriate behaviour of a few pupils with special needs has a negative impact on the learning of the whole class.

20. The quality of teaching for pupils with English as an additional language (EAL), or supported through the ethnic achievement grant funding (EMAG), is good. Class teachers take responsibility for supporting pupils within classrooms, guided by the EAL/EMAG co-ordinator. She plays an active role in planning jointly with the class teachers when giving in-class support. Good daily feedback on progress is given to the class teachers. Good written reports are produced on a regular basis. The need for support is prioritised according to the relevant stage of English language acquisition. The specialist support teacher prepares good teaching materials that are suitably adapted to meet the needs of minority ethnic and bilingual children in specific areas of their learning. She liaises with class teachers prior to the lessons and evaluates the effectiveness of their planning at the end. Progress is regularly monitored and this in turn further informs planning and target setting. The support provided is effective and results in the pupils consolidating learning and making good progress. Good attention is given to supporting pupils' home languages within the whole school.

The curriculum

The school provides its pupils with a **satisfactory** curriculum. It enriches pupils' experiences with a very good range of extra activities that boosts pupils' skills in sports, arts, and personal, social, health and citizenship development. The accommodation, staffing and resources for learning are satisfactory.

Main strengths and weaknesses

- The curriculum and planning for children in the Foundation Stage are good, but the lack of a secure outdoor play area limits the opportunities children have to develop their skills through outdoor play in the reception classes.
- Pupils achieve very well in their personal development because the school provides a rich and varied range of carefully planned experiences for them.
- Pupils have very good opportunities to take part in additional activities both inside and outside the classroom that successfully boost their skills in sports and creative arts.
- The organisation and planning of the curriculum in Years 3 to 6 do not ensure that pupils make the best possible progress in mixed age classes.
- Good provision for pupils with special educational needs, or with English as an additional language, helps them do well when they are withdrawn for additional support.
- There are good opportunities for pupils to develop their investigation skills in subjects such as science, but pupils do not become as independent as they might because teachers still direct these activities too closely.
- Pupils find it hard to concentrate on what their own teacher is saying in some classes in Years 3 and 4 where teaching areas are very close and without partitioning walls.

Commentary

21. Effective planning across each of the areas of learning is a feature of the very good curriculum in the nursery and reception classes. This gets children off to a good start in the school, and helps them achieve well. Although adults make good use of the facilities they have, children in the reception classes are limited in the opportunities they have to extend their play outdoors because there is no secure outdoor play area for them to use.
22. Very good provision for pupils' personal, social, health and citizenship education helps pupils develop positive attitudes to their own well-being and that of others. The school sees this as an important priority and provides a wide range of effective experiences. A programme of drugs and sex education, involvement in the Healthy Schools Project, and other science topics, all help pupils develop a good appreciation of the need for a safe and healthy lifestyle. The buddy and 'circle of friends' systems and the school council mean they gain valuable experience in supporting others that equips them well for adult life in the community. A very good range of

popular extra-curricular activities and visits makes a considerable contribution to pupils' experiences in subjects like sport, art and music.

23. The school teaches all the subjects with planning soundly based on national guidance. However, the curriculum is not always planned effectively to meet the needs of the two-year age range of pupils in the mixed-age classes in Years 3 to 6. The school has useful information about what pupils can and cannot do but too little attention is given to this information by some teachers when they are planning work. This means that the curriculum is not adapted well enough for the different ages and ability levels in these classes. Too often, lessons are focused on the youngest age group with unchallenging activities pitched too low that slow the progress of the oldest and more able pupils.
24. The provision for pupils with special educational needs is good. Their needs are identified early and relevant, achievable targets set. The best use of their individual education plans is found when they are withdrawn in target groups where carefully focused activities mean they do well.
25. There has been considerable improvement in the range of opportunities for pupils to use their skills in science and mathematics investigations since it was identified as a weakness in the last inspection. These make the work more practical and interesting so that pupils show high levels of interest and enthusiasm. They make good use of their literacy and numeracy skills in writing reports and producing graphs and tables to show their findings. However, they still do not become as independent or critical of their own work as they might because teachers tend to direct these activities too closely, usually because they are anxious to manage the challenging behaviour of a few pupils.
26. The accommodation is satisfactory and provides a bright and stimulating environment for pupils' learning. Good use is made of all the space, with some innovative use of areas like the sensory area. However, where teaching areas are open and very close together, as in Years 3 and 4, pupils find it hard to concentrate on what their own teacher is saying when the teacher next door is also speaking to the class. The school has sufficient teachers and support staff. There is adequate accommodation to teach the curriculum effectively and it is well maintained. However, the lack of a secure outdoor area for the reception class is a significant weakness as it restricts provision and adversely affects what these children can achieve. Overall, resources in most subject areas are satisfactory and used well to support teaching and learning.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **good** overall and support pupils' learning appropriately. The provision of support, advice and guidance based on monitoring are **satisfactory**. The involvement of pupils in the school's work through seeking, valuing and acting on their views is **satisfactory**.

Main strengths and weaknesses

- The pupils trust the staff and know there is always someone to whom they can turn.
- Staff show good concern for the needs of the pupils and provide good role models to encourage their development.
- There are effective procedures for ensuring a healthy and safe environment.
- The school has good arrangements to enable new children to settle in.

Commentary

27. The staff, together with a governor, regularly carry out checks on health and safety around the school and problems are recorded for action to be taken. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology. Various risk assessments are in place for many of the subject areas and for visits

out. The staff know how to deal with any situations that may arise on child protection issues and who to report to in the school if necessary.

28. Pupils consider that they are supported well by the staff and have the confidence to seek help when necessary. Their self-esteem is raised by the rewards such as praise and merits for effort and by the range of awards made in assembly. They recognise that these encourage them to do well. The school has satisfactory systems for checking on pupils' attainments in subjects like English, mathematics and science. This provides useful information that enables the school to group pupils and make good use of booster groups in English and mathematics. The system for tracking how well pupils achieve as they move through the school has been improved, so that teachers can now see how well pupils in each year group are progressing against National Curriculum levels. However, this information is not yet being used well enough in identifying what individuals and groups of different ability need to do next. This means that, particularly in Years 3 to 6, teachers do not always plan work that has the right level of challenge to take pupils forward as fast or far as they might. In non-core subjects such as physical education, information and communication technology (ICT), geography and history, the systems are informal and sometimes do not give a clear enough view of what pupils can and cannot do.
29. The induction arrangements for children newly arriving in the nursery are good and are geared to the specific needs of the child. The staff provides parents with a good information booklet that includes ways parents can help their children and, where appropriate, makes a visit to the home. When the child starts the parent can stay as long as is necessary. The nursery children come to the whole-school assemblies, making them aware of the larger community as well as enabling them to become familiar with where they will be in the reception class. Pupils who arrive in the school at other times are encouraged to visit the school several times before they finally start. Pupils are enabled to influence what happens in the school by means of the school council. Innovations they have helped to introduce are a suggestion box and the painting of the playground to their designs, and they are currently discussing changes to the seating arrangements at lunchtime.

Partnership with parents, other schools and the community

Links with parents are **satisfactory**. Links with the local community and other schools are **good**.

Main strengths and weaknesses

- Parents are supportive of what the school provides.
- The involvement of a wide range of organisations and people in the community extends experiences for pupils' personal, social and academic development.
- Pupils' annual reports on their children's progress are not as informative as they could be.

Commentary

30. In their response to the pre-inspection questionnaire and meeting, parents showed that they are pleased with what the school provides. Parents say their children like school and the staff expect their children to work hard.
31. The information provided by the school is satisfactory. It sends home news and other letters, outlining the various activities the pupils are involved in as well as covering general administrative matters. Each term each class teacher sends home an outline of what is to be taught and how parents can help at home. Parents meet the class teachers formally in the autumn and summer terms. Parents of pupils who need extra support also meet staff on many other occasions. In addition, at the end of the day, and for the infant classes at the beginning of the day, there are good opportunities for parents to meet the staff. Parents are welcome to come into school and, from the informal conversations seen taking place, it is obvious that parents feel comfortable doing so. The annual reports on progress are sent home in the

summer term but the quality of the information provided is lacking in places. The sections on English and mathematics, and most sections for the Foundation Stage, provide a reasonable summary of what the pupils know and can do. For the other subjects there is little information on progress, referring only to the work covered and the attitudes and enjoyment of the pupil. The reports also lack targets for what the pupils should be doing to improve.

32. Parents' contribution to pupils' learning is satisfactory. The great majority of pupils come regularly to school wearing their uniform and on time. Discussions with pupils show that while their parents may not always help with homework they do ensure that their children complete it. These attitudes reflect the extent to which many parents encourage their children to respect the school and education process. Some parents help in school with cooking, art, swimming lessons and with trips. A dedicated few helpfully ensure the Friends' Association arranges fund-raising and social activities. The headteacher has consulted parents generally about race relations policies and some of the meetings of the Friends' Association enable discussions to take place between the parents and the headteacher.
33. The school's links with the community and other schools make a good contribution to broadening the experiences for pupils' personal, social and academic development. The pupils have various visitors such as professional sports coaches, representatives of different faiths and police, and a variety of trips out both locally and further afield including a residential camp. A variety of different services such as speech and occupational therapists provide good support to particular pupils. A particularly good example is the way a well-trained worker from a local charity supporting pupils with behaviour needs. Teachers from the secondary schools visit the school to talk to pupils about the transfer at the end of Year 6. The school is also able to use secondary teachers and their resources to enhance the delivery of some of the curriculum subjects. The special needs co-ordinators from the local group of schools meet regularly to share information and expertise and this benefits pupils by enhancing the special educational needs co-ordinator's knowledge and the school's expertise overall.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The leadership of the headteacher and the governance are **good**. The management of the school is **satisfactory**.

Main strengths and weaknesses

- There is clear vision and leadership from the headteacher.
- The knowledgeable governing body supports the school well.
- The management of provision for pupils with special educational needs and for pupils who speak English as an additional language is good.

Commentary

34. The school is well led with a clear educational direction. The headteacher and staff have a strong commitment to the development of good relationships, and the care and support for pupils are a high priority. The headteacher promotes a happy, constructive atmosphere in the school, which creates a real sense of teamwork among the staff and encourages pupils to want to come to school. Staff enjoy working in the school and morale is high. The head and deputy have a strong commitment to raising standards. They share a strong vision for future improvement and have invested a great deal of time and energy in monitoring and evaluating success in pastoral and academic provision. This has been successful for pupils' personal development throughout the school. In Key Stage 1, the drive for improvement in standards has been successful and is reflected in pupils' good progress. The reputation that the school has gained in the community for supporting and helping pupils regardless of their background or previous schooling is well deserved. However, the resulting number of pupils joining the school

with particular needs is having an impact on the success of measures introduced in the junior classes to raise standards.

35. The governing body is well informed about the school, its priorities and direction. All statutory duties are fulfilled. The chair and vice-chair of governors visit the school regularly, supporting the head and senior staff well. Governors have a very strong interest and care for the school and they have a clear idea of what the school does well and areas for improvement. For example, they recognise that standards in English, mathematics and science are not as high as they could be in Year 6. Therefore, governors are working with the headteacher and senior management team to identify further strategies to improve teaching and learning for junior pupils. The action outlined in detail in the school improvement plan is appropriate and is indicative of the care being taken by all concerned. The governing body review the school improvement plan annually and adjust its priorities accordingly. Some governors are linked to subjects and meet with co-ordinators for a review of developments and pupil achievements.
36. This is a school with pupils from a wide variety of cultural and family backgrounds. There is a sense of common purpose between staff, governors and parents about the need to include all pupils and to raise the academic achievement of them all. An above average number of pupils have special educational needs and a significant proportion of pupils enter and leave the school at different stages of their school career. The headteacher has worked hard to ensure that all pupils benefit equally from the school's provision and employs a number of support assistants to provide extra help and support for pupils who need it. Pupils who speak English as an additional language also receive the help they need. The leadership of the special educational needs co-ordinator, the English as an additional language co-ordinator and the expertise of the support staff are strengths of the school. Their planning and procedures are efficient, effective and very thorough. The support staff meet with the co-ordinators at least once a week to monitor pupils' progress and to liaise with them regarding future planning assessments and reviews.
37. The development of staff is good. Teachers often attend training courses that directly benefit themselves and the school. There are good arrangements to make sure teachers new to the school settle in quickly and receive the support they need. The school's financial planning is sound and specific grants, such as that for ethnic achievement, are used well. The school administrative staff make a very valuable contribution to the management of financial and other information and to the smooth daily running of the school. Careful consideration is given to ensure that the best value is obtained and future priorities in the school improvement plan are taken into account before decisions are made.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	744268
Total expenditure	738268
Expenditure per pupil	2796

Balances (£)	
Balance from previous year	11561
Balance carried forward to the next	17560

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Most children begin school with well below average knowledge and skills for their age, particularly in language and mathematical development. The provision for children's learning is good. All children, including those with special educational needs and those with English as an additional language, make good progress in the Foundation Stage. The teaching is consistently very good in the nursery and good in the reception class. Assessment is used effectively to identify children's needs and to track their progress. Teachers plan a great variety of directed and free choice activities according to the children's needs. Very good links are made between all areas of learning so that children are constantly practising the wide range of skills they need to develop academically and socially. Although children achieve well in the nursery and reception class, their low starting point prevents them from reaching the goals expected and their attainment remains below average in all areas of learning at the end of the reception year. The school lacks a designated outdoor area for the children in the reception class. The Foundation Stage is well managed by the co-ordinator.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between adults and children are very good.
- The very careful planning of learning activities meets all the children's needs.
- Teachers praise children for trying hard.

Commentary

39. When they start in nursery, children lack the confidence and independence that are typical for their age. However, through very good teaching, praise and encouragement, children quickly adopt the well-established routines and begin to become independent in their day-to-day activities such as finding what they need to finish a task. Children are encouraged to make friends, be helpful and to share and play together. For example, they share the tasks, such as the ironing, in the 'home corner'. All the adults work well together as a team and provide effective role models for the children. They frequently praise children for trying hard. This raises their self-esteem and motivates them to learn. As a result most children understand what is expected of them and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to develop children's speaking and listening skills.
- Taking part in imaginary play enables children to develop their conversational skills.
- Staff make stories exciting to children.

Commentary

40. A strength of the good teaching lies in the way staff 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, in the nursery, children were fascinated by a collection of different lights and found many words to describe what they could see. Teachers use every opportunity to increase children's understanding of the names and sounds of letters so that they can begin to read and write independently. As a result, children write as part of their play. A good example of this is 'the secretary' recording a telephone message in 'the office'. Teachers tell and read exciting stories to children every day. The children listen with mounting anticipation and are keen to know what happens next. They often pick up books for themselves and colourful displays around the classroom provide further encouragement for their reading. Children get the opportunity to borrow a book from the class or school library to share with their families.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to practise their numbers in their play activities.
- Through frequently building with construction kits, children develop their understanding of shape and size.
- Assembling the ingredients for baking and cooking gives children regular experience of weighing and measuring.

Commentary

41. The teaching is good and teachers develop children's understanding of number and money through carefully planned opportunities for imaginary play. For example, children in the 'The Toy Shop' buy their toys for Christmas using a variety of coins, although they do not always give the correct amount. Practical activities often link areas of learning. For example, measuring and weighing ingredients for baking with others not only increase mathematical understanding but develop social skills as well. Children become familiar with shape as they play with construction kits or make a box for a Christmas present. Teachers make use of every available opportunity to use mathematics and mathematical language. They do this through stories, songs, games and imaginative play. This gives children awareness that numbers are all around them and that they are there to be enjoyed as well as learned. The lack of a secure outside area for the reception children 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

The provision here is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities.
- Children experience a wide variety of cultures.
- ICT is used well to support children's learning.

Commentary

42. The good teaching in this area of learning means children take part in many first hand experiences that widen their knowledge and understanding of the world. They begin to understand that light comes from many different sources both natural and man-made and that light has an important part to play in different faiths and cultures. Teachers link different areas of learning well. For example, children explore how to make a box to hold a present by folding card and joining the sides and then write a label to attach to it. Children observe how things change by watching the bulbs they have planted grow. Visitors to school and trips out to interesting places widen children's knowledge of the community. Children often use the computers in the classrooms and are developing good mouse and keyboard skills. Teachers choose programs for children to use that increase their skills in language and mathematics.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children acquire the skills needed for writing, painting and using small tools correctly and safely.
- There is a lack of space in which reception children can play outdoors.

Commentary

43. Children's achievement in the use of small tools is good. They use skills appropriately 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 outside area for children in the reception class. In order to compensate for this to some extent, the teacher plans regular lessons in the school hall where children are provided with a range of physical activities. The reception class also uses the nursery outside area and equipment a couple of times a week. However, the lack of resources and facilities limits the quality of the teaching and adversely affects the reception 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 stopping and starting, jumping and landing.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Making music is exciting and fun.
- Teachers plan and create attractive role-play areas.
- Children do not often get to mix colours for their paintings themselves.

Commentary

44. The teaching is good and children enjoy painting, collage and pattern-making and choose from a good variety of materials themselves. They enjoy experimenting with colours and shapes. For instance, the nursery children carefully paint strips of colour closely together to make stripy candles. However, children have few opportunities to increase their awareness of the different combinations of colours and shades by mixing paint for themselves. Children have good and varied opportunities to act out roles and create imaginary scenes in, for example, the 'Big Party House' or the 'The Toy Shop'. These activities are planned well so that adults are sometimes

involved and the children's vocabulary is extended. Singing and joining in action songs take place almost every day and children know a number of traditional rhymes and songs. Using musical instruments to add sound effects to the story of 'Jack and the Beanstalk' is fun and children join in together with enthusiasm and share each other's enjoyment of the lesson.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Teachers provide a good range of work. Since the last inspection the National Literacy Strategy has been implemented and is effectively established in all classes.
- There are good opportunities for speaking and listening. There are good arrangements for reading.
- Good classroom displays support and motivate pupils well.
- Pupils behave and listen very well.
- There are inconsistencies in the use of assessment, marking and tracking pupils' progress.

Commentary

45. Standards in all aspects of English at the end of Years 2 and 6 are below those normally expected. There is no significant difference between the attainment of boys and that of girls.
46. There are good opportunities for speaking and listening in classrooms and assemblies. Pupils produce presentations for other pupils. Pupils play significant roles in assemblies, preparing prayers and poems that they read publicly or giving announcements. There are good opportunities for role-play in lessons and assemblies and occasionally in celebrations in church and the community. Pupils listen and behave well and generally respond well in question and answer sessions. However, in some lessons, particularly in Years 3 and 4, pupils are not always encouraged to give more lengthy responses by more extensive and probing questioning.
47. Teachers provide good opportunities for pupils to write in a wide variety of contexts. A good range of classroom materials, such as word banks and displays of points of grammar, supports pupil's writing. The display of a range of class and individuals' work encourages pupils to write well. Good attention is paid to developing grammatical skills, spelling and handwriting. This supports pupils' written work, particularly in English lessons. Whilst some good cross-curricular links are developing, some teachers pay insufficient attention to all the opportunities to develop pupils' writing skills across the curriculum. In some lessons, in the Year 3/4 classes, there is an insufficient range of tasks to further challenge high attainers.
48. Pupils throughout the school enjoy reading. Guided reading and opportunities for individual reading are well organised. Reading is well supported by parents and pupils show good library skills and most are familiar with the Internet and with the use of computers for word processing. Most pupils of average and above attainment are able to name favourite authors and can talk articulately about the books they have read.
49. Teaching is good in Years 2 and 5/6, and satisfactory in other year groups. The way teachers mark pupils' writing varies considerably. Some do it conscientiously and set useful targets for the next stage. Others often mark in a perfunctory way and opportunities to move pupils forward are missed.

50. Pupils with special educational needs, or with English as an additional language, are well supported by a specialist teacher and teaching assistants. Pupils make good progress. A range of additional schemes helps pupils of lower attainment and those who are making insufficient progress at other levels.
51. The management of English is good. There is a systematic and regular procedure for monitoring teaching and learning. This has led to an improvement in teaching and much good practice takes place on an individual basis. An appropriate whole-school focus has been given to developing reading and writing skills. However, although there is consistency in the tracking of individual progress by the head and co-ordinator, there is inconsistency in the quality of how teachers address weaknesses and set appropriate challenges for groups of pupils to enable higher standards to be achieved.

Language and literacy across the curriculum

52. Pupils use language, especially writing, across the curriculum, for example to present arguments, describe investigations or narrate historical events. In some lessons they use word processing in relevant ways to improve the quality of their writing. This reflects the school's well-organised planning for English and the effectiveness of subject leadership in co-ordinating teachers' pursuit of trying to improve standards.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Although teaching is now satisfactory overall and improved since the last inspection, there is a lack of consistency in planning, use of assessment, the quality of marking and target setting throughout the school.
- The National Numeracy Strategy has been implemented consistently.

Commentary

53. Overall standards of attainment are below average. This is similar to the previous inspection. In most classes pupils with special education needs do well when the skilful support assistants match the level of the work correctly and pupils are withdrawn from their classes. In some classrooms, although setting takes place, progress is patchy and achievement is low when compared to all schools. Standards are higher in Key Stage 1, where they are broadly average, than in Key Stage 2, although some improvement was made this year.
54. Teaching and learning are satisfactory overall. Some of the best teaching was seen in Year 2 and Year 5/6 when pupils were involved productively and enjoying participating in suitable activities. In these lessons progress was at least satisfactory and pupils used their own ideas and understood what they were expected to do. They enjoyed the brisk mental and oral starters with interesting and challenging activities that prompted them to work hard. However, some lower ability Year 6 pupils struggled when asked to roughly multiply two-digit numbers mentally. They find it difficult to read numbers written in hundred thousands and millions; they also find it difficult to describe a pyramid.
55. Teachers have a secure understanding of the curriculum, but some activities are too routine. This is due to some teachers being over-concerned about the behaviour of a few challenging pupils. As a result, occasionally teachers fail to capture the interest and enthusiasm of the lower ability pupils within the classroom, placing a greater effort on managing behaviour than promoting pupils' learning. In the classes where teaching is best, higher attaining pupils are suitably challenged. In some classes they receive extra work but this is often not sufficiently

different as a task, and as a result they are not working at their true capacity. In these classes, problem solving and investigative work is underdeveloped and pupils have difficulty using and applying mathematics. This is one of the reasons why pupils tend not to do so well in the national tests, which require application of their knowledge and skills.

56. Pupils have positive attitudes to mathematics. The majority enjoy their lessons and work hard. Again in the better lessons in Years 2 and 5/6 classes, teachers and teaching assistants helped their pupils to understand their learning as they talked to them about the work they were doing. This helped pupils to know what they need to do next to help them improve their work.
57. The co-ordinator has worked hard to ensure that the National Numeracy Strategy is embedded. Teaching is monitored and good additional guidance is given. Pupils' work and test results are carefully scrutinised and there is a clear drive to improve standards in the subject further; for example, the co-ordinator's action plan shows that very careful use is being made of analysis of test results.

Mathematics across the curriculum

Mathematics is used well across the curriculum in subjects such as design and technology, art, history, geography and science. In science, however, where mathematical skills were required pupils' written and mental calculations let them down.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 and standards are as expected for pupils aged seven.
- Pupils enjoy their science lessons and behave well.
- Science now has a higher profile in the school and there are more opportunities for pupils to use their skills in investigations because the co-ordinator promotes the subject effectively.
- Weaknesses in the planning for teaching science in the mixed age classes in Years 3 to 6 mean that older pupils sometimes mark time in their learning because their work is not pitched at a high enough level.
- Pupils sometimes do not achieve as well as they might because teachers make too little use of the information they have about how well pupils are doing to adapt activities for the different ability levels in their class.

Commentary

58. Standards are similar to those found when the school was last inspected. Standards in Year 2 are as expected for pupils aged seven, but the latest results show a marked improvement since the time of the last inspection. Pupils do well compared with similar schools, particularly in the numbers of pupils reaching the higher levels. From a much lower than average starting point, their achievements and progress are good. This is because science topics are taught systematically in Years 1 and 2, with activities that ensure that pupils work at the right level for their year group. Standards in Year 6 are below the levels expected by pupils at eleven years of age. The results of the most recent tests show some improvement in standards, with more pupils than before reaching the expected and higher levels in science. However, compared to similar schools and those nationally, standards are still below average. Weaknesses in their mathematics and language skills mean that pupils sometimes find it hard to explain what they know, and to record their findings using graphs and other data-handling techniques.
59. The improvements are due to the better opportunities pupils have in science. The co-ordinator has identified the right priorities and taken suitable action that is beginning to improve teaching.

A better system for checking what pupils can do, greater time allocated for teaching, more opportunities for pupils to use their skills in scientific investigations, clear lesson objectives and better resources, are all improving the quality and range of pupils' learning experiences. However, the mixed age classes in Years 3 to 6 make it harder for teachers to plan and deliver suitably challenging work for pupils in each year group. Too often work is pitched at the younger age level, as when pupils in Year 6 work on Year 5 worksheets. Older and more able pupils in particular do not always work at the higher levels of which they are clearly capable. This slows their progress, and acts as a brake on the school's drive to improve standards.

60. The teaching of science is satisfactory throughout the school. Well-managed introductions and discussions, stimulated by teachers' clear explanations and effective questioning, mean that pupils have a sound grasp of science topics. Activities like the friction investigation in Years 5 and 6, and examining filtration in Years 3 and 4, successfully engage pupils' interest so they become absorbed and work hard. Because relationships are very good, pupils behave well in lessons. They listen and watch closely so they make thoughtful comments when explaining what they notice. Most pupils work co-operatively when asked to work together because tasks are explained clearly. However, they do not become as independent as they might because teachers still direct such activities too closely. In this, and other aspects of science, teachers do not make enough use of their knowledge of pupils' existing skills when they plan activities. When similar work and challenges are set for all pupils, the more able sometimes mark time and do not achieve as well as they might.
61. The co-ordinator's role has expanded since the last inspection, and she provides good leadership in the way she promotes the subject. Her effective promotion of 'hands on' science work through the Healthy Schools Project, visits from Warburton's bakery and other initiatives that develop pupils' appreciation of the need to stay safe and healthy, successfully bring science to life to pupils. Such initiatives could, however, be distributed more effectively among the year groups so that there is more time for the challenging science work needed, for instance in Years 5 and 6. The recently introduced systems for checking on pupils' attainments are still in their infancy, but are beginning to provide valuable information about the quality of teaching and learning. At present, because of other pressing priorities, the monitoring and evaluation of teaching are not yet thorough enough in establishing what works well and what needs to be improved.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils make good progress in some aspects of the ICT curriculum and throughout the school they achieve well.
- Teaching is consistently good.
- The school provides well for pupils of differing abilities.
- Pupils' attitudes to learning are very good.
- The management of the subject by the co-ordinator is good.

Commentary

62. Pupils achieve standards that are in line with expectations for their age by the end of Year 2. They are now making good progress in Years 5 and 6, and achieve in line with expectations in some aspects of the ICT curriculum. Teachers are now taking the opportunity to plan activities that will use skills acquired in ICT lessons in other subjects of the curriculum. The school has devoted a great deal of time and effort to this subject in order to offer pupils an alternative way of learning. This effort is now beginning to have an impact.

63. By the end of Year 2, pupils are able to program a moveable toy, record their writing and amend it in a word-processing program, and put data into the computer to produce a graph. They are able to search on a CD-ROM for information useful to them in a class topic. By the time they leave the school, pupils are able to put together a word-processed presentation that uses all the skills they have learnt in previous years. Work on data handling is at a level in line with that expected for their age. Pupils are able to use the Internet well and safely due to the care taken by the school.
64. Teaching throughout the school is good. Teachers have good subject knowledge due to the training organised by the good subject co-ordinator. Teachers now have appropriate expectations of what they want pupils to achieve and therefore plan for pupils to meet the range of activities outlined in the school's good scheme of work. This often includes using aspects of ICT other than computers. A good example of this is the English as an additional language teacher's use of the tape recorder to let pupils hear how well they are progressing.
65. The Year 5/6 lesson observed showed all the good qualities of planning in ICT that is consistent across the school. The Year 6 pupils were planning and then creating a multimedia presentation about their time in school. The Year 5 pupils were using a graphics program to plan their favourite room. In both cases the challenge was appropriate for their stage of learning and enabled them all to make good progress.

Information and communication technology across the curriculum

66. Overall, ICT is used well and is a regular part of teachers' planning for other subjects. There were several examples of pupils using ICT effectively during the inspection. For instance, the use of word-processing in history and geography to differentiate between fact and opinion, and the reflection on Bob Marley by the EMAG teacher with a group of Year 6 boys planning a multimedia presentation, were two examples of where pupils are now using ICT skills in other subjects.

HUMANITIES

Two geography and two religious education lessons were seen, but no history lessons. It is not therefore possible to make a firm overall judgement about the quality of teaching in these subjects. However, examination of the work pupils completed last year together with discussions with staff and pupils show that provision is **satisfactory** in all three subjects.

Geography and History

Main strengths and weaknesses

- Teachers plan multicultural links into each area of learning.
- Specific vocabulary is taught well.
- There are insufficient resources to teach some aspects of the curriculum.

Commentary

67. In both geography and history, standards have been maintained since the last inspection and pupils achieve expected levels of attainment by the ages of seven and eleven. All pupils have equal access to the curriculum and make satisfactory progress.
68. Teachers in Years 1 and 2 use the school grounds and surrounding area to ensure that pupils gain first hand experience to begin to develop their geographical skills. Pupils look at the style of houses, shops and other buildings and have a growing knowledge of the features and characteristics of their local area. Pupils practise their mapping skills as they draw simple maps and record their journey to school. By the age of seven pupils have an appreciation of the

passing of time and how things change. For instance, they look at and handle toys from the past and compare them with their own toys today. Constructive links are made between history and geography when pupils in Year 2 find a seaside town in Britain using photographs and other evidence to see how it has changed through the years.

69. Pupils in Years 3 to 6 become engrossed in looking at past civilizations such as Ancient Egypt and Rome. Teachers try to ensure that pupils know about the cultural diversity of both the ancient societies they study and our society today. The diverse cultures and backgrounds of the pupils are celebrated and significant figures in history used to increase pupils' knowledge and understanding of those cultures. Pupils in Years 5 and 6 use their map-reading skills to look closely at the coastline of Britain. They are able to give an explanation of, for example, the effects of erosion or human activity on the land. The accurate use of geographical terminology enhances pupils' vocabulary.
70. The two geography lessons seen were in the Year 3 to 6 classes. In both lessons teachers had planned work to systematically develop pupils' geographical skills. Teachers expect pupils to find information they need from a wide range of sources such as books, photographs and research on the internet. In both geography and history, teachers make good use of visits to places of interest such as coastal towns and historical mansions and museums.
71. The co-ordinator for history and geography is enthusiastic and keen to see these subjects flourish. Since taking over the post he has introduced new schemes of work and improved and centralised resources. Although resources in general are satisfactory, additional resources are needed to teach some aspects of the curriculum.

Religious education

Main strengths and weaknesses

- Pupils have sound knowledge of the key features of different faiths.
- There are good opportunities for pupils to visit different places of worship.
- Religious education contributes well to pupils' personal and social development.
- There are missed opportunities for pupils to record their work in writing.

Commentary

72. Standards pupils reach by the age of seven and eleven are similar to the expectations of the locally agreed syllabus. Pupils study the major world faiths of Christianity, Judaism, Islam, Hinduism and Sikhism. 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. 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. As part of their work on festivals around the world, pupils in Year 2 looked at how some countries celebrate occasions such as Christmas. For example, they discovered that the children of Holland eagerly await the visit of St Nicholas at the beginning of December. Older pupils gain a deeper understanding of stories from the Bible and the meaning that these stories have that is relevant to their lives today. For example, they read the story of 'Daniel in the Lion's Den' as part of their work on understanding the significance of faith. Pupils in Years 5 and 6 discuss how the birth of Jesus was also the birth of the Christian faith. They know many key features of the major religions in the world and what an important part faith plays to the followers of them.
73. Teachers have sound knowledge of the subject and prepare lessons carefully. Teachers handle issues sensitively and pupils' increasing knowledge of the major religions of the world adds much to their appreciation of the variety of faiths and cultures represented in school. This helps to promote the racial harmony which is a strong feature of the school. 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. There are missed opportunities for older pupils to extend their written work through recording their ideas and findings.

74. The co-ordination of the subject is satisfactory. The co-ordinator looks at teachers' planning and offers help and advice to her colleagues. The local vicar is a regular visitor to the school and good use is made of visits to places of worship such as an Anglican church, synagogue, Hindu temple, and mosque.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

One lesson was seen in art and no lessons were seen in design and technology and so it is not possible to report in detail. Overall, provision is **satisfactory**.

Commentary

75. Standards of attainment are in line with national expectations and represent good achievement for these pupils. Pupils have good opportunities to represent their ideas and experiences in a range of media and in a variety of ways in both two dimensions and three-dimensional shapes. Much of their art on display is colourful and bold and the work makes good use of cross-curricular links. Pupils in Years 1 and 2 can represent in visual form what they observe, remember and imagine. Pupils in Years 3 to 6 make imaginative use in their work of their developing knowledge of artists, for example Andy Warhol. Older pupils especially communicate and develop feelings, ideas and themes, drawing on a variety of sources.
76. In both art and design and design and technology, teachers have a secure knowledge and understanding of the curriculum; they select activities, which engage, extend, challenge and motivate pupils. Good links are made with ICT. Sketchbooks and planning sheets are used across both key stages. The curriculum is enhanced by visits and visitors as well as by extra-curricular activities including art, pottery and cookery.
77. The leadership and management of both art and design and design and technology are good and ensure that the curriculum is covered and that resources are used well. Informal assessment procedures are used at the end of both key stages in both art and design and design and technology.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Standards in music are in line with expected levels by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is good.

Commentary

78. Pupils achieve well and attain the standards expected for their age and enjoy the many music-making activities provided for them. This reflects the changes and improvement since the last inspection. The tuition provided by the visiting teacher adds a great deal to the good provision throughout the school. The school choir further enhances the provision for older pupils. This enables the more able pupils to achieve well.

79. Pupils in Years 1 and 2 sing well and show good control of pitch, rhythm and dynamics. They compose and perform simple songs well. They are introduced to a good range of different musical experiences. In Years 3 to 6 pupils have good, musical opportunities and they achieve well. Their performances, both as a choir and in musical plays, are good. The way older pupils responded to the effective teaching showed a good understanding of rhythm and they were able to maintain the shape of the melody very well. The two lessons seen clearly demonstrate the overall good quality of the teaching of music.
80. The subject is well managed and monitored by the enthusiastic co-ordinator who gives unstintingly of her time to run the choir and give pupils the opportunity to perform. This enables her to monitor the progress and achievement of many pupils.

Physical education

81. No lessons were seen in physical education during the inspection and so it is not possible to report on provision. Discussion with the co-ordinator and examination of planning documents show that the subject is taught systematically and all aspects are covered.
82. There is evidence of good achievement by teams in sports such as netball and football. Older pupils compete successfully against local schools, for example winning the local football league competition. There are very good opportunities for pupils to take part in sports such as rounders, athletics, tennis and cricket. Regular coaching sessions run by professional players successfully boost some pupils' skills in football and cricket. The co-ordinator is enthusiastic in the way he promotes pupils' interest in sport. Because the systems for checking the quality of teaching and how well pupils are doing are underdeveloped, he and the school have a limited view of standards and the quality of provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- There is a good policy that is consistently applied throughout the school.

Commentary

83. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are aware of the pastoral needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable as all pupils learn not only to help each other but to relate to any adult in the school.
84. The class discussion, in a Year 5/6 science lesson seen during the inspection, was typical of the care and thought being applied to this aspect of pupils' learning. The two themes of 'healthy eating' and looking after 'ourselves and others' were promoted equally well. The way the teacher generated a supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive. The emphasis on a balanced argument was well made.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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