

INSPECTION REPORT

**HOLY TRINITY CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Halifax

LEA area: Calderdale

Unique reference number: 131176

Headteacher: Mr R Bateman

Lead inspector: Mr J Bald

Dates of inspection: 5th to 8th July 2004

Inspection number: 256494

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:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	429
School address:	Savile Hall Savile Park Road Halifax West Yorkshire
Postcode:	HX1 2ES
Telephone number:	01422 367161
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Smith
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Holy Trinity Church of England Primary School is much larger than most schools of its type. The school population is stable. Three-fifths of its pupils are White, and two-fifths have a minority ethnic background. Almost all of these pupils are of Asian Pakistani heritage. They are learning English as an additional language, and most have little or no experience of using English when they join the school. The overall proportion of pupils with special educational needs is below average, but those with special educational needs often have very significant difficulties with learning and behaviour, and the proportion of pupils with a Statement of special educational needs is above average. There is a wide range of abilities among the pupils, but standards among those joining the school are well below average overall. The school's social and economic circumstances are below average. At the time of the inspection, children in the nursery and reception classes and pupils in Years 1 and 2 were housed in temporary accommodation following a serious fire that had taken place the previous year, causing major damage and disruption to the school's work.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32327	Sue Alton	Team inspector	Foundation stage Information and communication technology (ICT) Physical education
22881	George Halliday	Team inspector	Mathematics Science Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Standards in Year 6 are consistently above average, and well above average in some years. This represents very good achievement from the well below average standards reached by most children joining the nursery. Very good teaching enables all groups of pupils to share in this success, though pupils with English as an additional language do not achieve as often at higher levels because of their very limited experience of English outside school. Very good provision for pupils' personal development, in the context of the school's Christian ethos, leads to very good behaviour and excellent relationships, with a high level of racial and religious harmony. The school is very well led and managed, and value for money is very good.

The school's main strengths and weaknesses are:

- The overall standard of Year 6 work during the inspection was well above average.
- Teachers are very skilled in adapting work to the abilities and learning needs of all pupils.
- The headteacher and senior staff inspire commitment and teamwork throughout the school.
- Children in the nursery and reception classes make very good progress.
- There are very good opportunities for creativity, including excellent provision for art.
- Information for parents is very good, but arrangements for consulting them are not systematic enough.
- Some lessons are too short, and the design of some learning tasks for pupils could be improved.

Since it was last inspected, the school has made very good improvements in teaching, management, arrangements for assessing and tracking progress and opportunities for pupils to work creatively. It has extended its provision for pupils with English as an additional language and for those with additional learning needs. Standards have risen in mathematics, science and information and communication technology (ICT). All points for improvement have been tackled, and the school's overall improvement has been very good.

STANDARDS ACHIEVED

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

*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.*

Achievement is very good. Standards in Year 6 range from above average to well above average depending on the starting points of pupils in the year group. They are significantly better than the results of comparable schools. These standards represent very good achievement among all groups of pupils. The standard of Year 6 work seen during the inspection was well above average overall. It was particularly strong in experimental science, and also well above average in mathematics and ICT. It was above average overall in English, and well above average overall in creative subjects, with excellent standards in art and design.

Achievement in the nursery and reception classes is very good, with excellent achievement in language in the reception classes. Nevertheless, pupils start work on the National Curriculum with well below average standards, and standards are still below average at the end of Year 2 because of the time it takes for many pupils to establish confidence in language and literacy. However, overall achievement in Year 2 is very good.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Behaviour and attitudes are very good, despite the presence of a small number of pupils who have special educational needs related to behaviour. Relationships are excellent. Attendance is above average.

QUALITY OF EDUCATION

The **quality of education** is **very good**. The quality of **teaching** is **very good**. Teachers are highly skilled in communicating with all pupils and engaging them in their work, so that the quality of learning is consistently very good. They pay close attention to language and literacy development, and provide very good opportunities for pupils to work practically and creatively. Teachers and teaching assistants work particularly effectively with pupils who have additional learning needs.

The curriculum is of good quality, and well adapted to pupils' needs, with very good opportunities for learning beyond lesson time. The school takes good care of pupils and provides them with very good guidance. It has effective partnerships with parents and other schools, and a very good relationship with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher, deputy headteacher and other senior staff provide very effective leadership and management, based on commitment to high standards and equal opportunities for all pupils. The governors make a good contribution to the direction of the school, and no breaches of statutory requirements appeared during the inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed positive views of the school, and very large majorities told inspectors that their children were happy, well cared for and achieving well. A significant minority, however, felt that arrangements for consulting them could be improved. Inspection evidence provided some support for this concern, though the school's records showed that parents did not always respond to invitations to give their views. Pupils had much praise for the school, and particularly for their teachers, whose hard work and personal support was highly valued. A minority of parents and pupils were concerned about behaviour. Inspection evidence indicated that there was disruption at times from the small minority of pupils with special educational needs related to behaviour, but that bullying was not a major issue.

IMPROVEMENTS NEEDED

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

- Ensure that all lessons are long enough to make full use of the strengths in teaching.
- Improve the design of some learning tasks for pupils, particularly in writing.

- Extend arrangements for consulting parents and communicating the outcomes of the consultation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in Year 6 are consistently above average and at times well above average, depending on the composition of the year group. They represent very good overall achievement among all groups of pupils. Pupils join the nursery with well below average overall standards, chiefly because of weaknesses in communication, language and literacy. Standards at the end of the reception class are below average overall, but remain well below average in communication, language and literacy. Standards in Year 2 are also below average, chiefly because of the continuing effect of most pupils' low starting points in spoken and written English. Standards in the reception class and Year 2 nevertheless represent very good achievement from pupils' starting points.

Main strengths and weaknesses

- The standard of Year 6 work seen during the inspection was well above average in mathematics, science, ICT, and design and technology. It was very high in art and design.
- Pupils in Year 6 achieve very well in a wide range of subjects.
- A very high proportion of pupils with English as an additional language reach nationally expected standards, though only a few reach higher standards.
- The long-term achievements of pupils with special educational needs are very good.
- Close attention to individual needs results in very good achievement in the nursery and reception classes.
- There are no significant differences in the long-term achievements of boys and girls.

Commentary

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

Standards in:	School results	National results
English	27.0 (28.2)	26.8 (27.0)
mathematics	27.5 (28.4)	26.8 (26.7)
science	29.4 (28.2)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

1. Standards among children joining the nursery range from above average to very low. They are well below average overall. The main weaknesses are in communication, language and literacy, but significant numbers of children also have limited personal and social development. Children with English as an additional language often have no previous experience of speaking English, and older pupils learning English as an additional language continue to have very limited experience of speaking and using English outside school. While the proportion of pupils with special educational needs is below average, a significant number have a Statement of special educational needs, often because of behavioural as well as learning difficulties. The school adapts its work very effectively to meet this diverse range of learning needs, building very positive attitudes to learning among all pupils from the outset, and providing extensive additional opportunities for pupils with English as an additional language to acquire the vocabulary they need to succeed in school, and to use it in speaking and listening and in work in groups. At the

same time, teachers use information from assessment to match work very effectively to the needs of pupils with English as their first language, and to provide suitable challenge to all higher-attaining pupils.

2. The result of this carefully measured approach is very good long-term achievement among all groups of pupils, with standards in Year 6 consistently above average and well above average in some years. There are no significant differences in the long-term achievements of boys and girls. Pupils with additional learning needs are fully engaged in their work and their achievement against targets in their individual education plans is very good. Initial results of Year 6 national tests in 2004, and the standard of work seen during the inspection, showed significant improvements on the 2003 results. The improvement was greatest in science and mathematics, where an above average proportion of pupils exceeded the standard expected for their age; three-fifths of all pupils achieved this in science. The headteacher and governors set targets for Year 6 tests that are generally pitched at well above national average levels. These targets are mostly met or narrowly missed, and serve as a spur to high standards.
3. In English, a very high proportion of pupils reached the nationally expected standard, but the number exceeding it was significantly lower. This reflects a continuing difference in achievement among pupils with English as an additional language, who reach the nationally expected standard consistently, but do not exceed it. This reflects very good achievement in school, but also the continuing effects of pupils' limited experience of English outside school hours. Overall, the standard of work seen during the inspection was well above average in science, mathematics, Information and communication technology (ICT), design and technology and art and design, where it was very high. Standards were broadly average in music, and above average in other subjects.
4. Because of the fire, pupils did not take the full range of national tests in Year 2 in 2003, so no table of results is included. No national comparative figures were available for results of the 2004 national tests. The reading and writing results showed good achievement among higher-attaining pupils, but were affected by the limited knowledge of English of pupils with English as an additional language. English work seen during the inspection was below average for this reason. Nevertheless, very few pupils with English as an additional language were still in the initial stages of learning to read and write by the end of Year 2, and this represents very good achievement.
5. Standards in mathematics, science and most other subjects were broadly average in Year 2, and pupils were reaching above average standards in ICT and design and technology, with well above average standards in art and design. Higher-attaining pupils consistently reach above average standards by the end of Year 2, and overall achievement is very good. Children in the nursery and reception classes make very good progress, with excellent progress and achievement in language in the reception classes. The need for teachers to pay close attention to the development of very basic English skills, however, means that overall standards are still well below average when pupils begin work on the National Curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour, and the school's provision for spiritual, moral, social and cultural development are very good. Attendance and punctuality are good.

Main strengths and weaknesses

- The school stimulates a desire to learn in all pupils.
- Pupils' very good attitudes and behaviour in lessons help them to achieve very well.
- Children make a very good start to school in the nursery and reception classes.
- The school promotes good behaviour very well and insists on very high standards of conduct.
- Racial harmony and relationships between all pupils are excellent.
- Pupils develop appreciation and respect for each other's cultures and religions.
- There is significant unauthorised absence due to extended holidays in Pakistan.

Commentary

6. Provision for pupils' personal development is based on the school's Christian ethos, and is very successful. All adults in the school contribute, providing pupils with clear role models and high expectations that inspire them to work hard and behave with courtesy and consideration for others. Pupils respond very well from the time they join the nursery, showing very high levels of interest and enthusiasm in their work, so that most pupils in the reception classes meet the early learning goals for personal, social and emotional development. As they move through the school, pupils concentrate very well and take pride in their achievements. Many told inspectors how much they liked their teachers and appreciated the work they did for them. The great majority behave sensibly in the classroom, in assembly, in the dining hall and around the school grounds. All pupils are aware of the school rules and there are very high expectations regarding conduct at all times. The school rewards good behaviour and achievement every week during a celebration assembly. Headteacher's awards are given and 'stars of the week' are praised.
7. Some parents told inspectors that there was bullying outside lessons, and significant numbers of pupils in replies to the pre-inspection said that pupils did not always behave well. No bullying took place during the inspection, and discussions with older pupils suggested it is not a significant issue. However, the school has a small number of pupils with significant special educational needs related to behaviour. While their behaviour is managed very well, with very clear personal targets and additional support from outside the school, the school recognises that it causes disruption at times. While permanent exclusion is rare, the school's management of these pupils' behaviour and arrangements to protect other pupils involve the use of fixed-period exclusions. These are carried out in consultation with the local education authority and properly monitored by the governors. Pupils' concerns about behaviour were, nevertheless, partly borne out by this inspection evidence.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
247	0	0
1	0	0
5	0	0
4	0	0

Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	164	20	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	3	0	0
Chinese	1	0	0
Any other ethnic group	8	0	0

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

8. Attendance is above average, reflecting pupils' enjoyment of school, the support of their parents and the school's good procedures to promote attendance. Unauthorised absence has increased over the past school year because of extended holidays taken by some Asian pupils in Pakistan.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.4
National data	5.4	National data	0.4

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

9. The overall quality of spiritual, moral, social and cultural development is very good. Teachers' high expectations are reinforced with messages in assemblies, personal, social and health education lessons and at break time, where pupils' games are well monitored. The curriculum provides opportunities to explore moral dilemmas, such as work on endangered species, recycling waste and sex education. These all give pupils a clear idea about distinguishing right from wrong; parents' views are often reflected in these lessons. Spiritual development is good across the school, and has very good features. In areas of the curriculum where creativity, freedom of expression and the use of natural materials are most common, such as art and design and technology, spirituality and reflection thrive. In the nursery, outcomes of actions outside children's control, such as bubble painting, drew exclamations of delight and wonder as the lesson unfolded. Assemblies are planned to provide an act of worship and all pupils are encouraged to take part – excellent singing is part of that worship. Opportunities to learn about western cultures are good: local history is a colourful part of that teaching. Pupils visit the 'Piece Hall' and Shibden Hall to explore the past. There are also good opportunities for pupils to learn about other cultures through art and investigation on the Internet for history and geography lessons. Confident contributions in class from pupils from different cultures, extends the knowledge and understanding of all pupils. This provision makes a crucial contribution to the school's excellent racial and religious harmony.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides very good education, based on very effective teaching that is closely matched to the diverse learning needs of its pupils. This leads to very good learning and long-term achievement. The curriculum is of good quality with some very good features, and is also well adapted to pupils' learning needs. The school takes good care of its pupils, and provides them with very good guidance, so that all are involved and well prepared for secondary school. It has a good relationship with parents and other schools, and a very good relationship with the community.

Teaching and learning

The overall quality of teaching is very good, and management ensures a high level of consistency throughout the school. The school has recently established very good assessment systems and uses them very well.

Main strengths and weaknesses

- Teachers are highly skilled in communicating with all pupils, whatever their learning needs.
- Teachers expect pupils to work hard, and plan lessons to ensure that they do.
- Teaching is very good, with outstanding features, in mathematics and science.
- Teaching and learning are very good, and at times excellent, in creative and practical subjects.
- Teachers provide very well for all pupils with additional learning needs.
- Pupils' very good behaviour and attitudes in lessons make a strong contribution to learning.
- The quality and use of assessment is very good, and excellent in the nursery.
- The design of some tasks for pupils working in groups needs further development.

Commentary

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (10%)	26 (42%)	23 (37%)	7 (11%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Teachers throughout the school have very clear understanding of pupils' cultural backgrounds and learning needs, and plan consistently to meet them. From the nursery onwards, teachers and teaching assistants have outstanding skills in communicating with pupils, explaining work to them and conveying the school's high expectations of work and behaviour. Pupils respond very well to this approach. They learn to listen attentively to teachers and other adults, and develop an early understanding of the importance of co-operation and concentration.
11. Teachers use information generated by the school's new assessment systems very effectively to set pupils targets that bring the school's values home to each on a personal basis. They know their subjects well, and very well where they have responsibility for co-ordination. Co-ordinators ensure that all teachers are aware of available resources, and that successful teaching techniques are shared. This complements the work of senior managers in monitoring the quality of teaching and its effects on standards in each class. Teaching assistants carry out their work to the same standard as the teachers they work with, and several have additional skills in areas such as community languages and ICT that make a key contribution to teaching and learning.
12. Where teaching is excellent, teachers' knowledge and understanding of their subject is outstanding, and the activities they plan are particularly well-organised to ensure that all pupils work to maximum capacity. On the other hand, in some lessons, tasks for pupils working in groups contained small flaws that prevented the teachers' intentions from being fully realised; in some others, teachers' introductions were too long. Individual feedback to pupils during lessons and at the end of lessons is very good, but in some subjects more guidance could usefully be given in marking. Teachers make regular and effective use of homework.
13. When the school was last inspected, teaching was good to very good in the nursery and in Years 3 to 6, but had significant weaknesses in the reception classes and Years 1 and 2. The current pattern of teaching is the product of highly effective leadership, management and teamwork. It represents a very good improvement since the last inspection.

The curriculum

The curriculum meets pupils' needs well, and has very good opportunities for enrichment beyond lessons. The school is well staffed. Despite the serious damage caused by the fire and burglaries, resources and accommodation are adequate.

Main strengths and weaknesses

- The curriculum for the nursery and reception classes is very good, and has excellent features.

- There are very good opportunities for pupils to work creatively.
- The school gives pupils many opportunities to take part in activities outside the school day.
- Provision for pupils whose English is an additional language is very good.
- Provision for pupils who have special educational needs is very good.
- The school's programme for personal, social and health education is very good.
- The register of gifted and talented pupils focuses more on academic achievement than on other abilities.
- Some lessons are too short to allow fully effective teaching and learning.
- Accommodation and resources have been seriously disrupted by the fire and by burglaries.
- The library is not equipped to support learning fully across the school.

Commentary

14. The curriculum meets pupils' needs well, and has some outstanding features. The curriculum for children in the nursery and reception classes is very well adapted to children's needs, and the organisation of mathematics and language activities in the reception classes is excellent. Provision for pupils with English as an additional language is very good, with very effective emphasis throughout the school on enabling these pupils to build and use an effective vocabulary. Pupils with special educational needs, whether caused by learning or behavioural difficulties, are given consistently effective work that takes good account of the carefully-constructed targets in their individual education plans. All aspects of personal development are very effectively supported by the personal, social and health education programme, and provision for sex education seen during the inspection was excellent.
15. The curriculum has good breadth and balance, and very good opportunities for pupils to develop their creativity, particularly through its excellent provision for art and design. The timetable, however, includes several lessons that are too short to enable teachers to work effectively, and the recently established register of gifted and talented pupils does not give enough emphasis on pupils' talents outside their academic work. Weaknesses in ICT provision at the time of the last inspection have been tackled. Overall, the school has made good improvements to its curriculum since the last inspection, and it prepares pupils very well for their secondary education.
16. Learning is extended very effectively through an interesting range of special events, visits and visitors. The large and varied range of clubs and after-school activities are popular and well attended, though Asian pupils' participation is limited by their other commitments after school. Teams regularly represent the school in sports competitions.
17. Teachers are well qualified, with a wide range of experience and professional skill that leads to high standards in the co-ordination of subjects. Teaching assistants are very well qualified and experienced for their work. Accommodation is adequate overall and well cared for. However, accommodation for food technology is inadequate, the present ICT suite is too cramped to accommodate a whole class in comfort, and the main building has very limited access for people with disabilities. The fire has left the school without a room to be used as a library. All of these issues are to be tackled in the proposed new building. The extensive grounds provide good playground space and are used well to support pupils' learning. The accommodation is enhanced by attractive, stimulating displays, which support learning well. Overall, the school has adequate resources for learning, and

has improved its resources through careful purchases to replace those that have been lost through the fire and burglary. Particularly good organisation of resources for mathematics and English in the reception classes provides a very clear focus for these areas of learning. The library has some well-chosen books, but is not equipped effectively to support learning in all subjects.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides them with very good support and guidance and involves them well in its work and development.

Main strengths and weaknesses

- Children in the nursery and reception classes are introduced to school life very well.
- Pupils feel cared for because of the good arrangements to ensure health and safety.
- Pupils, particularly those with additional learning needs, are given very good advice, support and guidance.
- Pupils form very good, trusting relationships with adults because of the school's strong family ethos.

Commentary

18. The school has good arrangements to ensure pupils' health and safety, with well-organised risk assessments and annual audits, and good co-operation with other agencies. Many staff have received training to give first aid. Older pupils can take part in the 'skills for life' initiative where they receive basic training about dealing with emergencies. Arrangements for child protection are good.
19. Children joining the nursery are gradually and sensitively introduced to school life, with good opportunities to visit the school, and the offer of home visits. Staff know pupils very well. There are very good procedures to assess their personal development and achievements, and these are used very well to set targets and provide guidance. There is very effective additional support for pupils with English as an additional language, including a bi-lingual teaching assistant and a home/school liaison worker. Pupils feel valued and establish very good, trusting relationships with adults in school. They are confident about raising any concerns or worries they may have.
20. There are many opportunities for pupils to make their views known to staff and become involved in the school, and the school has taken on board many of their suggestions. For instance, it has provided additional play equipment at lunch times, developed more school clubs and continues to consider pupils' ideas about the new accommodation. The school has made very good improvements to its arrangements for care and guidance since its last inspection.

Partnership with parents, other schools and the community

The school has good links with parents, other schools and colleges. Links with the wider community are very good.

Main strengths and weaknesses

- Parents are very well informed about the school and their children's standards and progress.
- Some parents do not feel that the school seeks and takes account of their views and suggestions.
- Parents' involvement in their children's learning is good at school and at home.
- Very good links with the community help to enrich the curriculum and support learning very well.
- There are good links with local secondary schools.

Commentary

21. Parents have a positive view of the school and the quality of education their children receive. A very large majority of those completing the pre-inspection questionnaire said their child was happy in school, was expected to work hard and was making good progress. Parents receive very good information about the school through the prospectus and information booklets on the nursery and reception classes. Newsletters are devoted to many topics including reports on progress towards the new buildings. Much information is provided about forthcoming work in the curriculum each term and how parents can help to support their children's learning at home. Although some parents feel they need more with information on their children's progress, inspection evidence was that the quality of this information was very good. Pupils' annual reports are very detailed and learning targets are clearly stated.
22. The headteacher and staff are always pleased to discuss parental concerns, for example, at the start and end of the school day or by appointment. The school wrote to all parents after the school fire and invited their views and ideas about plans for new buildings. Although no written replies were received, a small number of parents made suggestions informally. A fifth of parents replying to the pre-inspection questionnaire said that the school did not consult them adequately on issues such as a recent change in the school uniform. The school is currently reviewing its systems for consulting parents.
23. The 'Friends of Holy Trinity Primary School' organise many successful fundraising events for the school. The group supports the school by making contributions towards the costs of additional learning resources and school trips. Several parent helpers also give their time generously to the school. Parents give good support to their children's learning by helping with homework.
24. Members of the clergy from several local churches support personal development very well by leading assembly and collective worship. Many school trips to community sites enhance learning. For example, pupils recently visited a mosque, Wigan Pier and Eden Camp. Links with sports clubs provide pupils with very good opportunities for coaching in tag rugby and tennis and pupils can take part in organized cricket and football competitions. Local businesses sponsor the school football team, and a printer sponsors a very helpful first aid booklet. The school puts much back into the community. For instance, it acts as host for many trainee teachers, and raises funds for charities. The school choir is very active in the community.

25. Good links with local secondary schools provide additional learning experiences. For instance, a teacher from a local school leads French club each week, and pupils in Year 6 enjoyed a very well-organised languages day at a local specialist language college. Four schools operate 'summer schools' to meet the needs of a range of pupils, including the more able and those with English as an additional language. There are good links with secondary subject teachers in departments where transition units have been provided nationally, though links with other subjects are limited. Pupils are very well prepared for secondary school, and transfer arrangements are well organised.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher, deputy headteacher and other staff with management responsibilities lead and manage the school very well, and the work of governors is of good quality. The overall effectiveness of management is very good. The school's systematic approach limits the effects on achievement of the limited experience of English outside school among most pupils with English as an additional language. There is a strong boost to all aspects of the school's life and work from its teamwork and community support.

Main strengths and weaknesses

- The headteacher and deputy headteacher provide strong leadership and very effective management.
- Staff with responsibility for managing subjects are well informed and highly effective.
- Arrangements to support newly-qualified teachers and other staff new to the school are excellent.
- Provision for all additional learning needs is very well managed, and all staff contribute to it.
- Governors are in close touch with the school and make a good contribution to its ethos and direction.
- New assessment systems give the school a very clear picture of the progress of all groups of pupils.
- The school ensures that pupils of all ethnic and religious backgrounds are fully engaged and work in harmony.

Commentary

26. The strong personal leadership of the headteacher and deputy headteacher, with the commitment and professional skill of all other members of staff, have brought the school through a period of severe difficulties and have established a climate of rising standards. All management systems are very well-organised and effective, giving senior managers a very clear picture of strengths and weaknesses in teaching and of patterns of achievement among all groups of pupils. Management responsibilities among other staff are sensitively and effectively allocated to build on all of the strengths of teachers and teaching assistants. Staff know and understand the subjects and fields of work for which they are responsible very well, and provide effective advice and support for colleagues and senior management. Excellent support enables staff new to the school to settle in quickly, and newly-qualified teachers had much praise for the help they received from experienced colleagues. New workforce reforms are fully in place. Management is equally committed to high standards and equal opportunities for all pupils. This is a key factor in the very good achievement in Year 6, and in the school's harmonious and friendly working atmosphere.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,216,037	Balance from previous year	50,361
Total expenditure	1,205,297	Balance carried forward to the next	61,101
Expenditure per pupil	2,829		

27. The governors are well-organised and in close contact with the school. They have a strong commitment to its Christian ethos and providing the best possible education for all pupils. By the time of the inspection, all statutory requirements were met, including that for monitoring standards among all groups of pupils, though some had only recently been put into place. The main school building allows very limited access for people with disabilities, but improvements are to be included in plans for the new building. The school's financial planning is good, and it makes good use of the principles of best value in its decisions. Funds are allocated very well to educational priorities, including work with children in the foundation stage, new ICT equipment and provision for pupils with English as an additional language. These enable the school to do all in its power to tackle the weaknesses in language that are the main barrier to learning. The school benefited from several generous donations from individual members of the community following its fire. The cost per pupil is very slightly above average, and the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Teaching, learning and achievement are very good in all areas of learning. Nevertheless, children start with standards that are well below average for their age, and those with English as an additional language often have little or no previous experience of English. As a result, standards in communication, language and literacy are still well below average overall when children start work on the National Curriculum. The curriculum is planned in fine detail; it is imaginatively presented and relevant to children's needs and interests, with particularly effective grouping of children and activities in the reception class. Leadership and management are very good, and there are good action plans to improve provision and accommodation. At the time of the last inspection, provision was good in the nursery, but had weaknesses in the reception class. The school has made very good improvements on this position.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very good teaching promotes consistent learning throughout the school day.
- Children quickly develop confidence and independence, concentration and awareness of others.
- Children settle in very well, and quickly learn class routines.
- Planning gives a balance of opportunities to choose to work or play independently or with adult support.

Commentary

28. Very good teaching and learning enable most children to achieve the early learning goals, and overall achievement is very good. In both the nursery and reception classes, teachers and assistants make parents and children very welcome. They introduce children to the carefully planned routines and structures of each session, so that children soon know how to behave and work alone or with other children. Children learn to listen well to all adults, and to take turns in talking and in using equipment. When offered a range of activities, they choose well and sustain involvement in their selected activities. They show care for each other and an appreciation of each other's needs. Staff help children to be as independent as possible in eating, dressing and moving around the school, as well as getting out, using and clearing away equipment and materials. All adults encourage and praise children for their very good behaviour and attempts to develop skills. They act as play partners alongside children to engage in conversation that helps children to learn about themselves and each other. They use circle times and snack times to help children to listen to each other and respond to each other's comments and feelings. Children

participate eagerly in the range of pursuits available, trying out new activities because they have developed trust in the support of the adults in their class.

Communication, language and literacy

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

Main strengths and weaknesses

- Very good teaching promotes effective use and development of language across all activities.
- Work is very well matched to the needs of pupils with English as an additional language.
- Pupils with special educational needs make very good progress.
- Carefully designed opportunities for using writing and drawing materials develop early writing skills.
- Very good planning and grouping in the reception class allow a close focus on individual needs.

Commentary

29. Teaching and learning are very good, and at times excellent in the reception class. This leads to very good achievement, often from a low starting point, particularly among pupils with English as an additional language. Nevertheless, standards are well below average, and significant numbers of pupils, including many who have English as an additional language, are still working towards the goals expected for their age at the end of the reception year.
30. Teaching is based on very well designed activities, as well as very sensitive support and encouragement from all staff including a Punjabi speaking language support assistant. Learning in the reception class benefits from the grouping of a carefully focused selection of activities in one teaching room. Teachers and assistants assess learning closely, tracking children's progress against statements in a very good locally agreed system. This is used to provide well thought out personal guidance.
31. Children receive a very good introduction to the links between sounds and letters as a foundation for writing and spelling. They make very good progress in early writing, and there is a clear improvement in the range of their skills between the nursery and the reception class. Adults engage children in thinking, trying things out, making decisions, expressing their thoughts and listening to each other. Teachers read stories and rhymes regularly, and children have daily opportunities to look at books, joining in happily and enthusiastically with well-known rhymes and songs, including some in Punjabi. All adults are highly skilled in using questioning and discussion to develop children's confidence in speaking and the range of their speaking skills.

Example of outstanding practice

Excellent teaching, based on highly skilled organisation of a wide range of activities, closely matched to children's learning needs, enabled a diverse group of children in a reception class to make outstanding progress.

The classroom was a hive of activity, with a very high quality range of activities designed to promote speaking and listening skills, reading and mark making. In one area, children made excellent use of an imaginative play area set up as a travel agency. The teaching assistant skilfully took on the role of customer and guided children's learning through a range of questions and requests in the guise of a traveller booking a holiday. The children were animated as they booked her flights, wrote out tickets and luggage labels and entered her personal details onto the computer. They gave her the time and day of travel and told her not to be late. They referred to brochures to confirm details of flights and hotels and there was a focussed discussion on whether it would be more appropriate to travel to Spain by helicopter or plane. This took place against a constant imaginary ringing of the telephone as children took details of other customers and arranged their flights. Work of equally high quality took place across a wide range of activities involving speaking and listening, early reading and activities such as planning and packing items to take on holiday. Children with English as an additional language particularly benefited from these practical activities that enabled them to learn and use new vocabulary, and there were suitable extended challenges for high-attaining children. Relationships among the diverse group of pupils were excellent, and the close match of activities to each child's needs ensured maximum progress and learning from all.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is very good teaching, based on detailed planning and preparation.
- Children are making very good progress through imaginative practical activities and conversation.
- Very good planning and grouping of children in the reception class ensures a close match of work to individual needs.

Commentary

32. Very effective teaching and learning enable most children to reach the early learning goals in this area, and achievement is very good. There is a very good balance of practical activities, all of which are supported by highly effective use and reinforcement of mathematical language. Work is particularly well organised in the reception class, where careful grouping of children according to their learning needs ensures that all are fully challenged. This early achievement in mathematics lays the foundation for very good progress in the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very well planned and effective teaching leads to very good achievement from all groups of pupils.
- There is a broad range of activities involving exploration, discussion and investigation.
- Materials and equipment linked to class themes are well chosen and accessible.
- There is very good use of ICT.

Commentary

33. Most children are on track to meet the learning goals in this area. Very good teaching, based on a wide variety of activities, including very good use of ICT, leads children to achieve very well across a wide range of topics and provides a very good basis for future independent learning. The school makes very effective use of diversity among the pupils, who all learn to enjoy and respect each other's cultural heritage. Children also make very good progress in their understanding of social conventions, such as dress and table manners. Close individual assessment, including notes of pupils' comments during the day, contributes much to the consistency of learning among all groups of pupils.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have a wide range of opportunities to learn to use tools and equipment.
- Staff use activities very well as a vehicle for extending children's use of language.
- Opportunities for outdoor activities are limited due to temporary accommodation.

Commentary

34. Most children meet the early learning goals for their stage of development, and achievement is very good. The quality of teaching is very good overall, based on thorough planning and preparation, together with clear instructions, demonstration and high expectations in lessons. Children have daily access to malleable materials, brushes, writing implements, sand, water, jigsaws, construction equipment and collage materials which promote their manipulative skills, while developing their early creative and writing skills. Staff keep careful track of children's use of the various types of equipment and encourage experimentation whilst extending children's vocabulary as they work. There is regular use of small games equipment, trikes and small vehicles, together with dance, action songs to daily physical development opportunities. As outdoor space is very limited because of temporary accommodation, a good weekly PE session is organised in the main hall.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching and learning promotes enthusiasm and develops skills.
- A wide range of activities promotes creative thinking and exploration in art, drama and music.

Commentary

35. Very good teaching and learning enable most children to reach the goals expected for their age by the end of the reception year. This represents very good achievement. Children have access to a wide range of artistic pursuits, which include printing, painting, modelling and observational drawing. Children show independence in their work, experimenting with materials, using them in interesting ways and producing results which they find pleasing. Adults support them very well, encouraging them to talk about what they have done. There are many opportunities for role play and children develop a wide repertoire of songs. Creative development is used very effectively to stimulate learning in other areas of the Foundation Stage curriculum and in particular, communication, language and literacy.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards improve from well below average levels in the nursery to above average levels in Year 6.
- There is very effective additional support for all pupils who need it.
- Teaching is very well adapted to meet the needs of all groups of pupils.
- Highly skilled questioning and use of discussion develops pupils' confidence in speaking and listening.
- Pupils' progress is closely tracked, and they have good targets for improvement.
- Some writing tasks are too highly structured to allow pupils scope to use their own words.
- Pupils with English as an additional language achieve very well in school, but their progress is held back by their limited opportunities to use English outside school.

Commentary

36. Standards among pupils beginning the National Curriculum range from above average to very low, and are well below average overall. Standards remain significantly below average in Year 2, though higher-attaining pupils increasingly achieve above average standards. Pupils did not complete national tests in Year 2 in 2003 because of the fire. The standard of work seen during the inspection in Year 6 was above average, and this was reflected in initial results of Year 6 national tests in 2004. An above average proportion of pupils with English as an additional language reach the nationally expected standard in English, but only a very small number exceed this standard. Evidence from these pupils' work and hearing them read indicates that they make very good progress in school, but that their ability to reach very high levels is held back by their limited experience of English outside school. Overall, standards in Year 6 represent very good achievement among all groups of pupils, including the gifted and talented and those with special educational needs.
37. The quality of teaching and learning is very good, both in English lessons and in teachers' use and development of English in other subjects. Teachers have very clear understanding of the wide range of learning needs in each class, and design lessons carefully to ensure that pupils are fully engaged. Their highly skilled questioning and management of class discussion ensures that all pupils contribute. The teaching of reading is carefully planned, and enables almost all pupils to reach the nationally expected standard by Year 6. Higher-attaining and gifted and talented pupils do particularly well in reading, and at times read aloud with fluency and expression that approach professional standards. The teaching of writing is equally effective in the long term, and benefits from very well designed tasks in subjects other than English. In some lessons, however, writing tasks for pupils in the second half of the literacy hour do not give them enough scope to plan work for themselves and to use their own words. Recently introduced systems of sampling pupils' writing in their achievement profiles provide a very effective way of assessing and tracking progress and setting targets. Teaching assistants make a highly effective contribution to English teaching throughout the school.
38. Leadership and management are very good. The school takes a broad and comprehensive view of English in the context of pupils' learning needs, and organises its work very well to ensure that all pupils make maximum progress. Additional provision for pupils with English as an additional language is well-organised and effectively adapted to their needs, with very good use of support from teaching assistants and other adults to promote speaking and listening skills and participation in lessons. ICT resources are used well to support writing and the school has good plans to develop this further. Since the last inspection, the school has adapted its teaching and provision very effectively to meet the changing needs of its pupils. Teaching has improved significantly, and standards have been maintained at an above average level in

Year 6 despite a lower starting point for most pupils. Overall improvement in English has been very good.

Language and literacy across the curriculum

39. Provision is very good. Teachers give pupils consistently clear explanations and use questioning and discussion very well to ensure that all pupils understand their work and can contribute ideas. This is one of the most important strengths of the school. Reading and writing tasks are varied and interesting, and are designed with the same care as those in English lessons. The coherent and consistent approach to language and literacy that results is a key factor in the very good levels of achievement across all subjects in Year 6.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The overall quality of teaching and learning is very good, and leads to high achievement.
- Teachers provide very effective additional support and challenge to pupils who need it.
- There is strong emphasis on understanding and using mathematical vocabulary.
- Pupils' work is closely and effectively assessed, with clear targets for improvement.
- Leadership and management are effective, and the curriculum is well designed.
- Some learning tasks for pupils working in groups need further development.

Commentary

40. Standards are broadly average in Year 2 and well above average in Year 6. This represents very good achievement from all groups of pupils. Initial results from 2004 national tests in Year 6 showed a very high proportion of pupils reaching and exceeding the nationally expected standard. Teachers and teaching assistants provide very well for pupils who have additional learning needs, including those with learning difficulties and those who are learning English as an additional language. Staff carefully introduce mathematical vocabulary and give pupils plenty of opportunities to use and apply it, so that by Year 6 all have developed a clear understanding of what they are doing. Pupils with very high levels of ability in mathematics benefit from highly challenging work in mathematics and in other subjects. Overall, achievement in mathematics is very good.
41. Teachers know the subject well and are skilful at questioning and prompting pupils and encourage them to adopt and explain different strategies. They manage classes very well, so that all pupils are engaged and committed to learning. As a result, pupils become skilled at thinking and explaining in mathematical terms. The strongest teaching is in Year 6 and it is there, consequently, that pupils make the fastest progress. Teaching is consistently very good in Year 6 and at best excellent. Higher-attaining pupils in Year 6 during the inspection independently tackled extended problems about stepped percentage reductions; and others managed this with support. In an excellent lesson, inspirational teaching enabled lower-attaining pupils to predict larger numbers stemming from complicated patterns and relationships. Teachers give much justified praise and encouragement in marking and lesson feedback.

42. Leadership and management are good, and the curriculum is well thought out. Teachers use the National Numeracy Strategy and adapt it well to personal needs. This ensures a good balance of learning in all aspects of the subject. Very good assessment gives teachers a thorough understanding of patterns of progress, and they use this to plan work to meet the needs of pupils. In some lessons, however, the work given to pupils working in groups needs further adjustment in order to meet their learning needs. Standards and the quality of teaching and learning have shown very good improvement since the last inspection.

Mathematics across the curriculum

43. Pupils apply and develop their mathematical skills well, and sometimes very well, in other subjects. There are, for example, very good links with design and technology and science, where pupils often have to design and make complex calculations, for example in measuring and cutting nets, and in calculating the distribution of forces as a vehicle travels across a bridge. These practical applications make an important contribution to pupils' high levels of achievement in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils receive an enjoyable and challenging introduction to investigative methods and scientific thinking.
- There is very effective provision for all pupils with additional learning needs.
- Leadership and management are very good, and there are very good arrangements for assessment.
- There are some excellent displays of pupils' work.
- Links with other subjects are good.
- Some marking does not show pupils how to improve.

Commentary

44. Pupils reach broadly average standards in Year 2, and well above average standards in Year 6. Results in Year 6 national tests showed a sharp improvement between 2003 and 2004, particularly among pupils reaching higher than expected standards. Work on display and pupils' written work over the year shows high standards across the full range of the National Curriculum, and a very good contribution to work in mathematics. Overall, achievement is very good among all groups of pupils, including gifted and talented pupils and those with additional learning needs. Pupils with English as an additional language, however, do not reach above average levels as consistently as others, chiefly because their limited experience of English makes it difficult for them to deal with abstract ideas at an advanced level.
45. Teaching is very good overall, and at its strongest in Year 6, where the best teaching and learning is excellent. Teachers have a wide range of scientific knowledge and experience, and organise work imaginatively and efficiently, so that pupils think hard and sustain a very good pace. Practical tasks are clear, well thought out and demanding, and pupils

reach high standards in their written work. Teachers' emphasis on scientific method is a major strength throughout the school, and enables pupils to develop high levels of skill in designing investigations by Year 6. Teachers and support assistants pay very close attention to the needs of pupils with English as an additional language, and this ensures that a high proportion of these pupils reach the nationally expected standard by Year 6. Pupils receive good feedback on work in their assessment profiles, but some other marking does not give enough guidance on ways of improving their work. The use of ICT in science is satisfactory, but could be developed further.

46. Very good leadership and management have led to very good improvement in the subject since the last inspection. The coordinator has a very firm grasp of priorities, and acts positively on them. Assessment and tracking procedures give teachers a very good understanding of pupils' progress. From this they plan challenging and interesting lessons to meet the needs of all pupils. Pupils in Year 6 have recently won the area primary school science challenge with their investigation into how the temperature of fizzy drinks affects their fizziness. Teachers link science with other subjects well. An outstanding example of this was a Year 6 investigation into the comparative strength of bridge structures, in which pupils linked their learning with maths, design and technology and literacy. Pupils are very well prepared for science in secondary education.

Example of outstanding practice

Excellent organisation and planning enabled a diverse Year 6 class to apply their scientific skills in a complex simulation of a real forensic investigation.

Acting as teams of forensic scientists, pupils felt a real sense of purpose as they tested evidence from a range of sources found at the scene of a crime. This included fibres from a suspect's jeans, powder on a shoe, a swipe card and scrapings of ink from a pen used to write a ransom note. All had to select materials and decide on investigation methods, including control of variable factors and measurement techniques. This demanded high levels of co-operation and concentration from each team, with the highest-attaining pupils acting as a control group, evaluating the decisions of the others. All pupils carried out and recorded their investigations with high levels of accuracy. Each group was working at a higher level than that expected for their age, and lower-attaining pupils in each group were fully involved. This led to excellent achievement and a sense of success as each group found proof that the powders matched.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average by Year 6.
- Very good teaching engages all pupils and builds confidence and skills.
- The subject is led and managed very well, and has very good technical support.
- The present ICT suite is too small and cramped to allow a whole class to use it in comfort.

Commentary

47. Standards in Year 2 are above average. Pupils can improve the accuracy of written text, and know how to save and retrieve their work. Throughout Years 1 and 2, pupils achieve very well because of high expectations, carefully planned group activities with good pace and very good support from the ICT technician, who often has responsibility for delivering part of the lesson. Standards in Year 6 are well above average. Most pupils work at a standard above that expected for their age, and use computers with confidence for a good range of purposes. Achievement by Year 6 is very good.

48. Teaching and learning are very good. Lessons are very carefully planned to develop specific skills and good use is made of the assessment of previous learning to inform planning. This includes pupils' own assessment of their progress and understanding. Activities and skills are clearly explained, and teachers and teaching assistants provide close personal support throughout lessons. Teachers and teaching assistants know and use the ICT suite very effectively, but it is very small and poorly ventilated, so that learning suffers when a whole class has to use it. In the best lessons, teachers overcome this by splitting the class in two, with half taken by the highly skilled ICT technician.

Example of outstanding practice

Excellent teaching, very careful planning, grouping of pupils and very high expectations enabled all pupils to reach very high standards in ICT control.

This excellent Year 6 lesson followed on from an earlier lesson where pupils were taught to develop a system to control events in response to conditions, building a sequence and incorporating this into a data program. In this lesson, a group of pupils were to build a control panel for a sign at a funfair. The computer technician led the lesson very well and encouraged all pupils to reach very high standards, at their own pace. Her excellent knowledge of the pupils was shown by her perception of when to support pupils and when to challenge them with questions to develop their thinking further. All pupils could explain the process and the impact of their program and how they could change the effects. They were very involved with the imaginative task, linked to their work on a funfair in design and technology. As a result of excellent planning and links to the funfair project, pupils were able to relate this activity to real life situations and there was a spontaneous discussion about how they would continue this work at home. The lesson had excellent pace and pupils responded industriously to the 20 minute time limit. The computer suite appeared transformed into a design centre for this time, with the pupils as technicians. There were gasps of amazement as they operated the sign of a clown juggling and dancing, recognising that this was a response to their input. One pupil commented, "It's brilliant. We've learned all this in a week – last week, we learned to programme traffic lights and we thought that was good, but this is brilliant."

49. Leadership and management are very good. The co-ordinator is very knowledgeable and enthusiastic and has a clear vision for the subject. Following the fire, she investigated the most up to date technology and prepared an action plan to purchase the most appropriate for the school and its curriculum. She has matched programs to the curriculum plan and trained and supported staff in its use. The curriculum plan is now recorded electronically and available to all staff in their classrooms. As teachers and support staff gain confidence in these resources, opportunities for learning across the curriculum will be further developed. There were significant weaknesses in provision and standards in ICT at the time of the last inspection, and overall improvement has been very good.

ICT across the curriculum

50. The development of this aspect of the school's work has been impeded by the loss of equipment to burglaries. As a result, ICT is not yet used systematically in all subjects. Nevertheless, the school is doing all in its power to improve teachers' confidence with new equipment and to extend its provision. Examples of good work were seen in mathematics, technology, history and geography. The school has good plans to develop the work further.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Above average standards in Year 6 represent very good achievement.

- The geography curriculum is well-designed, and has good links with other subjects.
- Some lessons are too short to allow pupils to benefit fully from good teaching.
- The subject is led and managed well.

Commentary

51. Standards are broadly average in Year 2 and above average in Year 6. This represents very good achievement among all groups of pupils.
52. Teaching and learning are good, and have very good features. Teachers place consistent emphasis on giving pupils opportunities to develop their geographical skills in fieldwork in the locality and on visits further afield. For instance, in Year 1, pupils study the area around school and in Year 5 they study land use in King's Cross. This approach enables pupils to apply and develop their analytic skills in real contexts, and gives them a good understanding of environmental issues. These often contribute to their understanding of citizenship, for example in considering issues related to selling off school land for a change of land use, and in protecting coastline. Pupils also develop good technical skills, including the use of six-figure map references.
53. Leadership and management are good. The coordinator has a good understanding of priorities for action and this takes the subject forward well. The curriculum is interesting and planned well, with good links to other subjects, including personal, social and health education. Displays of pupils' work show a very good variety of skills, and are attractively presented. However, while there is adequate overall time for geography, some lessons are too short to allow pupils to benefit fully from strengths in the teaching, and this limits achievement. The school has maintained its good provision in geography since the last inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers know the subject well and encourage pupils to think hard.
- The curriculum is varied and interesting, and has good links with other subjects.
- Teachers make excellent use of original source material to bring history to life.
- Some lessons provide too little challenge to higher-attaining pupils, and some are too short.
- History makes a very good contribution to reading and writing skills.

Commentary

54. Good teaching enables pupils to reach average standards by the end of Year 2. Good and sometimes very good teaching in Years 3 to 6 leads to above average standards by the end of Year 6. This represents very good achievement, particularly in Year 6, where pupils are beginning to produce well-structured work and to select and organise information effectively from a variety of sources.
55. Teaching and learning are good, and have some outstanding features. Teachers know the subject well and present it in a way that engages pupils and makes them think carefully.

They make excellent use of original source materials, often locally based, to ensure that pupils see the relevance of the subject, and there is a good programme of visits. In most lessons, writing tasks are carefully thought out to contribute to literacy skills, and provide very good opportunities for reflection. In a few classes, however, teachers rely too heavily on routine tasks and worksheets. When this happens, pupils are not stretched, especially the more able.

56. Good leadership and management by the co-ordinator lead to an interesting curriculum, with good links with other subjects. Teachers throughout the school make very good use of displays to engage pupils and celebrate their achievements. However, some lessons are too short to give pupils the opportunity to develop their skills and knowledge well, and time is occasionally lost when other lessons overrun. This limits achievement. The school has maintained standards and the good overall quality of its provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were inspected fully. Because of the timetable, it was not possible to observe sufficient physical education to support a judgement on standards in Year 6. Provision was sampled by observing lessons with younger pupils and through discussions with pupils and the co-ordinator. The quality of work sampled in **physical education** was good. All pupils were very actively involved, and teaching and learning were good. There are good arrangements for pupils to learn to swim, and pupils have a wide range of opportunities for sports. The subject is co-ordinated well, and the school makes very good use of its resources.

Art and design

Provision for art and design is **excellent**.

Main strengths and weaknesses

- Pupils quickly reach and sustain very high standards.
- Pupils' creativity is illustrated by excellent display throughout the school.
- The confidence and skill of staff, encouraged by the co-ordinator, ensures very high standards.
- Pupils develop very good techniques through the use of artists' work and community visits.
- Art and design makes an outstanding contribution to pupils' cultural development.

Commentary

57. By the end of Year 2 pupils have excelled in artistic interpretation. Standards are well above average and progress is very good. From Year 3 to Year 6, pupils continue to have very good opportunities to develop their research, experimenting and practical techniques so by the end of Year 6 standards are outstanding and achievement is outstanding. Pupils with special learning needs and pupils from different cultural background achieve in line with their peers and contribute well to the lesson discussion. Progress and achievement are excellent.

58. Pupils from reception to Year 2 have benefited from the introduction of nationally recommended units such as 'Can buildings speak?' In this unit progress was very good because pupils spent several weeks exploring and researching buildings in the local community. They visited the 'Piece Hall,' well known in local, textile history and took digital photographs, as well as using their senses to feel textures and observe line and form. Pupils work with a wide range of media including clay, paint, pastels and textiles. They are able to make constructive comments about their classmates' work and to extend their own ideas. Research, exploration and very good observational drawings in sketchbooks raise pupils' confidence in their personal achievement.
59. Pupils from Years 3 to 6 continue to extend their techniques through active research into artists from other times and other cultures such as Chagall and Klee. There is a strong link between art and design (A&D) and design and technology (D&T). Teachers have capitalised on this creative link and often use elements of D&T in A&D. Classroom displays are excellent. They are interactive and encourage pupils to observe and discuss their work and make comparisons with other artists. Masks from other cultures in a Year 5 display show how stories and poems have been used to prompt imagination and flair.
60. Teaching ranges from very good to excellent, and its consistency leads to excellent learning. Relationships are very good. Although few teachers are art specialists they have a passion for developing creativity and make very good use of resources, especially the high quality support staff. Teachers' very good planning enriches pupils experiences. Informal assessment is a powerful tool to raise standards, though arrangements to identify gifted and talented pupils could be improved. Excellent lessons ensure all activities prompt active participation and very good use is made of community visits and references to well known artists. Literacy is particularly strong. Well-planned group work stimulates speaking and listening, which gives a very good boost to pupils with English as a second language. Numeracy and ICT skills are also built into planning, to help pupils practise these skills in everyday learning.
61. Leadership and management are excellent. In her nine months in the post, the co-ordinator has made excellent use of the talents of the teachers, teaching assistants and the community; she is a very good sounding board for ideas. Art and design was a strength of the school at its last inspection, and it has made an excellent overall improvement in its provision.

Design and technology

Provision for design and technology is **very good**.

Main strengths and weaknesses

- Thoughtful teaching leads to high standards and very good achievement by Year 6.
- Pupils develop very good design skills, and use a wide range of materials.
- Revised schemes of work have prompted pupils to reach higher standards.

Commentary

62. Standards in design and technology by the end of Year 2 are above average and achievement is good. From the reception class onwards, pupils analyse products and learn what makes a product fit for its purpose. Achievement in designing and making

accelerates from Year 3 to 6, and the introduction of the new modules of work is raising standards. Standards of work are well above average and achievement is very good. There is no difference between the attainment of boys and girls. Pupils with special needs and those with minority ethnic backgrounds backgrounds make similar progress to their classmates because of the targeted help from the teaching assistants. Work to extend gifted and talented designers is at an early stage of development.

63. From reception to Year 6 pupils acquire a range of skills and confidence in handling materials that challenge their independent designing and making. As they move across the school pupils' work with food, resistant materials and textiles, plus designing and modelling; in Year 6 pupils used simple electronics to add movement to their fairground rides. The subject co-ordinator has made good use of the national scheme to give non-specialist teachers a clear framework for success. Access to a range of good tools suitable for their age allows pupils to develop very good skill and techniques.
64. Teaching and learning are very good. Detailed planning enables pupils to use materials freely and circulate to share ideas. A range of good resources and small group discussion helps pupils identify their next stage of work, but flow planning does not provide systematic opportunities for pupils to change their designs as they work. Behaviour is excellent because learning has purpose and total involvement of pupils, who strive to produce their best work. Teachers give very good feedback to pupils as they work, though some marking lacks detail. Teaching assistants and friends of the school, who help in lessons, have very good personal skills and give additional support to pupils struggling with ideas. This improves their confidence and final products.
65. Leadership of design and technology is very good and the subject is well managed. The co-ordinator sets high standards and has successfully tackled all the issues raised in the previous report. Teaching has started to be monitored which is consolidating knowledge of non-specialist and improving teaching. Informal assessment is being strengthened as part of the development plan. While there is no specialist accommodation, well-organised classrooms minimise the impact of this on learning. Overall improvement since the last inspection has been very good.

Music

Provision in music is **good**.

- Teaching is good, and makes effective use of specialist skills.
- Pupils develop positive attitudes and sing tunefully and with enjoyment.
- Music makes a good contribution to pupils' knowledge of their own and each other's cultures.
- Pupils co-operate very well when composing and performing work in groups.
- Effective leadership and management ensure good use of available time and resources.

Commentary

66. Many pupils have very limited experience of music outside school, and standards among the youngest pupils are well below average. Standards improve to below average levels in Year 2 and to broadly average levels in Year 6. The small number of pupils taking instrumental music achieve well. Overall, achievement is good from pupils' starting points, and their enjoyment of music and enthusiastic performance make a good contribution to cultural development and relationships.

67. Teaching and learning are focused on units from nationally produced schemes of work, with additional singing practice. They are of good overall quality. Teachers know the subject well, and choose activities that will be accessible to all pupils, while enabling higher-attaining pupils to make good progress in composition and performance. Classes are very well managed even though there is no specialist accommodation, and pupils' commitment to the subject and very good behaviour results in constructive group work. Throughout the school, teachers make highly effective use of songs to boost pupils' confidence in using spoken English. Pupils respond warmly, particularly when songs are funny. All groups of pupils sing and compose happily together, and music makes a very positive contribution to the excellent relationships in the school. Pupils with special educational needs play a full part in lessons, and those with particular musical ability have good opportunities to develop their skills in lessons as well as through additional instrumental work. There is appropriate use of ICT in some units of work.
68. Effective leadership and management ensure that music has an important and recognised place in the work of the school, and that opportunities are open to all pupils, though most pupils with English as an additional language have religious commitments that prevent them from taking part in after-school music. The specialised skills of the co-ordinator and other skilled teachers are used well to ensure consistency in teaching across classes, and the co-ordinator has purchased some innovative and attractive new instruments, representing a range of cultures. There are suitable opportunities for children to learn and perform outside lessons, both in singing and in the band. When the school was last inspected, provision was satisfactory, but there were weaknesses in lessons taught by teachers who were not confident in the subject. The school has dealt with this issue, and overall improvement has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. Personal, social and health education and citizenship was sampled by discussions with teachers and pupils and observation of lessons and work on display. The quality of work sampled was very good, and it had excellent features. The programme is guided by a comprehensive scheme of work that gives teachers clear guidance in planning an interesting and wide range of activities. Coverage includes drugs awareness, and parents are properly consulted on the programme for sex education. In an excellent lesson on sex education in Year 6, pupils showed impressive maturity in discussion. Visitors contributing to citizenship awareness include representatives of the clergy, police and fire brigade. The subject is central to the school's Christian ethos, and makes an outstanding contribution to pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
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	2
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

