

INSPECTION REPORT

INTAKE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 106996

Headteacher: Mr G N J Wheeler

Lead inspector: Mr Robert Robinson

Dates of inspection: 15 – 18 September 2003

Inspection number: 256545

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	403
School address:	Mansfield Road Intake Sheffield South Yorkshire
Postcode:	S12 2AS
Telephone number:	0114 2399 824
Fax number:	0144 2395 019
Appropriate authority:	Governing Body
Name of chair of governors:	Valerie Cottam
Date of previous inspection:	22 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a large primary school for children aged four to eleven. A high proportion of pupils are of white British ethnic background, a small proportion of pupils are of black British or Caribbean backgrounds and a few pupils are of Asian or Asian British backgrounds. No pupils are learning English as an additional language, although the mother tongue of a small proportion of pupils is not English. A high proportion of pupils (about 40 per cent) come from deprived areas away from the immediate location of the school. Children's attainment on entry is well below average. Fifty-nine pupils (15 per cent) are on the register of special educational needs, which is below average. A below average number of pupils have a statement of special educational needs. Most of the pupils receiving additional help have dyslexia, moderate learning, speech or social, emotional and behavioural difficulties, hearing or visual impairment or autism. The movement of pupils to and from the school over several years at other than the usual times of starting and leaving the school is above average, particularly in Years 3 to 6. The school was awarded gold 'Artsmark' in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8922	Brenda McIntosh	Lay Inspector	
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19041	Roger Linstead	Team Inspector	English Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good**, and its **value for money** is **good**. Overall, standards are average in Year 6 and pupils achieve well during their time at the school. The quality of teaching and learning is good. The leadership of the headteacher and other senior staff is good.

The school's main strengths and weaknesses are as follows:

- The leadership inspires, influences and motivates all members of the school community
- Pupils make good progress during their time at the school because the quality of teaching is good
- Standards in art and design, physical education and religious education are higher than in most schools but standards in mathematics and information and communication technology are below the national average by the end of Year 6
- Pupils' spiritual, moral, social and cultural development is very good, and, as a result their attitudes to work and behaviour are very good. Relationships between pupils and other adults in the school are excellent
- The accommodation and learning resources for children in the reception classes are unsatisfactory
- Learning resources are unsatisfactory to develop pupils' reading skills further
- Pupils' opportunities to achieve in sports and the performing arts, including dance and drama, are very good

Improvements since the last inspection in February 1999 are good. Pupils achieve well, overall, by the end of Year 6. In response to the areas for development identified at the last inspection: standards are now above average in religious education, the school is well placed to improve standards in information and communication technology because of the recent development of a good computer suite, the teaching is good and pupils at each level of attainment make good progress, and health and safety issues have been addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	A
mathematics	B	E	E	D
science	B	C	D	C

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

Achievement is **good** overall. Standards by the end of Year 6 in 2003 were not as high as in 2002 in English, similar in mathematics to standards in 2002 and better in science. The differences reflect the significant changes in the composition of the year groups. Standards of the current Year 6 are average in English and science but below average in mathematics and in information and communication technology. Standards in art and design, physical education and religious education are above average. Achievement in Years 3 to 6 is good. Pupils also achieve well in Years 1 and 2 and standards in the current Year 2 are in line with the national average in reading, writing and science but below average in mathematics. Standards, in Year 2, in art and design are above those normally seen in other schools. Children in the reception year achieve satisfactorily but standards are below average in relation to the goals children are expected to reach by the end of reception.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' attitudes and behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The **quality of education provided by the school is good.**

Teaching and learning are **good** overall. Most of the teaching is good and is often very good or better. Teaching is satisfactory in the reception and good in Years 1 to 6. In the best lessons, pupils are encouraged and actively engaged in the learning. High standards of behaviour and effort are expected. The teaching provides challenge to move pupils' learning on at a fast pace. In the very few weak lessons, pupils make insufficient progress because the teaching is not pitched at the right level for most pupils. The quality of teaching and learning is satisfactory in mathematics and information and communication technology, is good in English and science, and is very good in art and design, physical education and religious education. .

The **curriculum is good**, overall; it is satisfactory in the reception and good in the rest of the school. The work during the school day is enriched by very good opportunities in out-of-school activities, including sports and performing arts. The accommodation and learning resources for the reception are unsatisfactory. The quality and range of books in the school are unsatisfactory. Provision for pupils with special educational needs and the very few pupils who speak English as an additional language is satisfactory. Procedures for the **care, welfare and health and safety of pupils is very good**. The **partnership with parents and the community are very well established**.

LEADERSHIP AND MANAGEMENT

The leadership and management are good, overall. **Leadership is good**. The headteacher promotes good teamwork and is highly respected by pupils, staff, governors and parents. He has led the school for over a quarter of a century and, together with other senior staff, has kept abreast of new initiatives whilst maintaining a high standard of pupils' attitudes to work and behaviour, and good achievement. **Management is sound**. A strong team of dedicated teachers, teaching assistants and support staff helps to sustain the very good ethos of the school. The school has a wealth of data about pupils' attainments throughout the school; however, the management is not using the information sufficiently to track the progress of individuals and groups of pupils to improve standards further. The **governing body meets its statutory responsibilities**. It works well with the senior staff to shape the school's direction and has a sound understanding of its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a **high regard** for the school, especially the headteacher, and the values it promotes. They have **no significant concerns about the school**.

Pupils enjoy school and being with their friends and teachers. They appreciate the range of extra-curricular activities and the educational visits, such as to the theatre. **They are happy with all aspects of school life and would not like to change anything**.

IMPROVEMENTS NEEDED

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

- Improve standards by the end of Year 6 in mathematics and in information and communication technology
- Enhance the provision for children in the reception classes by creating a stimulating learning environment and good quality learning resources
- Develop pupils' reading skills further by improving reading resources and increased emphasis on the teaching of reading

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards, overall, are average in the current Year 6. Pupils, including those pupils with special educational needs, achieve well during their time at the school.

Main strengths and weaknesses

- Children in the reception year achieve well in personal, social and emotional development and in communication language and literacy
- Pupils achieve well in Years 1 and 2 and standards are on course to be in line with the national expectations by the end of Year 2 in reading, writing, science and information and communication technology, and to be above average in art and design and religious education but they are below average in mathematics
- Pupils achieve well, overall, in Years 3 to 6 and standards, by the end of Year 6, are on course to be average in English and science, above average in art and design, physical education and religious education but to be below average in information and communication technology and mathematics

Commentary

1. Standards, by the end of the reception year, have gone down since the last inspection, reflecting the declining attainment on entry of the children to the school. At the time of the last inspection, children's attainment on entry was average; it is now well below average. Children reach expected standards by the end of the reception year in personal, social and emotional development, below expected standards in communication, language and literacy and in physical development, and well below expected standards in mathematical development, knowledge and understanding of the world and creative development. Children's achievement, including those with special educational needs, in the reception year is satisfactory overall. In personal, social and emotional development and in communication, language and literacy, children achieve well because of strengths in the teaching of these areas of learning. In the other areas of learning, children's achievement is satisfactory. Children are only achieving satisfactorily overall because the accommodation is cramped and quality of learning resources and their accessibility are unsatisfactory which restricts learning opportunities. In addition, the planning of activities, the checking of children's progress and the setting of targets for individual children linked to the national guidance are only very recent. Teachers have not ensured sufficiently that reception classes provide a stimulating learning experience for the children.
2. Younger children, who have only two terms in the reception, do not do as well in achieving the goals expected of children by the end of the reception class compared to older pupils who attend for the full academic year. This is because the younger pupils spend a shorter time in the reception than older pupils; however, both groups of pupils make satisfactory progress relative to their attainment on entry to the school.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.9 (15.5)	15.7 (15.8)
writing	14.3 (14.0)	14.4 (14.3)
mathematics	17.0 (15.1)	16.5 (16.2)

There were 58 pupils in the year group. Figures in brackets are for the previous year

3. Standards, by the end of Year 2, in reading, generally, have risen since the last inspection in 1999 to be in line with or above the national average. Writing standards have varied between below and in line with the national average. Over time, there are no significant variations between the attainment of boys and girls compared to boys and girls in their age group nationally. Standards in mathematics have been variable ranging from well below to above average. In 2002, standards in mathematics improved to be above average. In 2003, standards dipped significantly in reading and writing compared to the previous year's results because of the lower attainment on entry of these pupils.
4. Standards in the current Year 2 group are on course to be in line with the national average in reading, writing and science but to be below average in mathematics. Good teaching and, sometimes, very good teaching helps the pupils, including those pupils with special educational needs, to make good achievement both in Year 1 and Year 2. Weaknesses in pupils' attainment on entry to Year 1 are picked up well; for example, lower attainers and pupils with special educational needs are given additional help to achieve the goals expected of children by the end of the reception year. Teachers track pupils' performance towards levels of the National Curriculum satisfactorily and set each pupil termly targets for improvement. Pupils' achievement in art and design, and in religious education, is very good; as a result, standards in these subjects are above those normally seen by the end of Year 2. The strengths in teaching and the leadership and management of art and design and religious education are the reasons for pupils' high achievement.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.2 (25.8)	27.0 (27.0)
mathematics	25.5 (25.3)	26.7 (26.6)
science	27.5 (28.5)	28.3 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

5. Pupils' performance in the national tests at the end of Year 6, since the last inspection in 1999 have varied but shows a declining trend over time. The declining trend is the result of changes in year groups due to the significant movement of pupils joining and leaving the school in Years 3 to 6. Many of the new entrants are lower attainers. There are no significant variations between the attainment of boys and girls compared to boys and girls in their age group nationally. In the national tests at the end of Year 6 in 2003, pupils' performance in English dipped to the lowest level since the last inspection as fewer pupils attained the level expected of their age and few pupils achieved the higher level. In mathematics and science, in the national tests at the end of Year 6 in 2003 an increased proportion of pupils gained the level expected of their age compared to the previous year, and a similar proportion achieved the higher level.
6. Pupils' achievement, including those pupils with special educational needs, in Years 3 to 6 is good, overall, because of strengths in the quality of teaching, pupils' attitudes to work and their behaviour. Pupils achieve well in English and science because of effective teaching and leadership of the subjects. As a result, pupils' performance in the current Year 6 is in line with the national average in English and in science. Standards in mathematics and in information and communication technology are below average. Over several years, standards in mathematics have lagged behind those in English. This is because the quality of teaching in English is good and, sometimes, very good. The quality of teaching in mathematics, though often good in individual lessons, is satisfactory overall. The main weakness is that teachers do not plan sufficiently for developing pupils' understanding of mathematical language and how to apply their knowledge to solve written mathematical problems. Standards in information and communication technology are below average; however, the leadership have

worked hard since the last inspection to improve the provision for the subject. A new computer suite has been established, members of staff have been fully trained in teaching the subject and guidance for teachers has been introduced to facilitate rapid improvements in pupils' achievement.

7. Standards are higher than normally seen in art and design, physical education and religious education. In art and design and in physical education, pupils achieve very well because of the importance the leadership place on these subjects as well as the enthusiasm and skills of the subject co-ordinators. In religious education, the leadership were determined to raise standards because the subject was an area for improvement at the last inspection. The deputy headteacher has led the subject very well and takes responsibility for much of the teaching of the subject in Years 3 to 6. Teaching is now very good and, as a result, pupils achieve very well.
8. The movement of pupils to and from the school has been high over several years and this has reflected upon the published statistics for the achievement of pupils by the end of Year 6. The groups of pupils who took the national tests at the end of both 2002 and 2003 varied significantly from those who took the tests at the end of Year 2 (over 20 per cent difference). The changing character of the school intake has resulted in many potentially higher attaining pupils leaving the school and being replaced by lower attaining pupils. The targets set by the school for the proportion of pupils who are expected to achieve the level expected or above by the end of Year 6 are aspirational and unlikely to be achieved because of changes of groups of pupils.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to learning; their behaviour is **very good** and the school makes **very good** provision for their personal development. The school's overall provision for developing pupils' spiritual, moral, social and cultural development is also **very good**.

Main strengths and weaknesses

- Pupils develop self-confidence and enjoy thoroughly all aspects of school life
- The school is a disciplined and orderly community where high standards of behaviour are expected and maintained and so everyone gets on very well together
- Although in all other respects the school makes very good provision for pupils' personal development, opportunities for pupils to find things out for themselves are limited by out-of-date books and restricted access to computers
- The development of pupils' spiritual awareness and their understanding of right and wrong underpins the work of the school

Commentary

9. In the playground and around school, pupils come up and enter into conversation with each other and with adults. They are friendly and welcoming and, on their own initiative, offer assistance to visitors, explaining, for example, that they have three playgrounds, one for 'little ones', one for 'quiet games' and one for 'ball play'. They speak confidently. In assemblies, even the youngest learn to come to the front and to address the school in loud, clear voices. In the hall, there is a special place where pupils put awards and certificates they have gained out of school; the onus is on them to do this and there is a lovely element of surprise each day as these are shared. Pupils explained that they are encouraged to make friends with children of different ages and from different ethnic groups. Pupils talked about how important it was to make everyone welcome. One pointed out a newcomer to the school and laughingly said, 'he's not a mix of race like me.' Pupils enjoy their lessons and are riveted by stories, waiting with bated breath as a tale unfolds. They attempt all that is asked of them. Pupils' high attendance at the wide variety of extra-curricular clubs offered at lunchtimes illustrates their enthusiasm for school life.

10. Parents said that one reason why they were prepared to let their children catch two buses in order to attend this school was the high expectations the school has of children's behaviour. The school has excellent systems for managing behaviour. It includes older pupils most successfully in promoting high standards of self-discipline as well as fostering a respect for all people, not just those in authority. Pupils are encouraged to take on responsible roles in school, beginning with classroom jobs and culminating in Year 6 when all pupils hold influential positions. Those whose conduct is exemplary are made prefects and house captains. They know that they will lose their badge if they cease to deserve it. Most rate it as one of their most treasured possessions. They provide a student committee, meeting weekly, to communicate ideas and suggestions which are then discussed by both adults and pupils. Younger pupils like the prefects and think 'they do a good job'.
11. Pupils think this is a good school because 'the teachers really care about you and lessons are fun'. Pupils are respected as individuals and so they develop good personal and social skills. There is, however, an element of personal development that is currently limited by the lack of good quality reading books in both the class and main school libraries. This restricts pupils' opportunities to look up information for themselves or to improve their skills in reading. Although the school has a new computer suite, pupils rarely have access to it at times other than during specific information and communication technology lessons and so they do not learn to use computers to further their own skills and knowledge. In the reception class, the cluttered resources and lack of space inhibit children from learning as much as they should through finding things out for themselves.
12. Pupils' spiritual and moral awareness is very well developed in this school and underpins all that happens in it. The adults provide excellent role models for children. Assemblies are very carefully planned to strengthen pupils' appreciation of why it is important to distinguish between right and wrong and also to enable pupils to experience a spiritual dimension to their learning through art, drama, music and prayer. Carefully chosen stories from a wide range of religious and secular material are used very well to teach pupils that what really matters is the way they treat other people. The hearty 'good mornings' exchanged between pupils and adults, the vigorous participation in singing and drama and the quietly sung prayers illustrate the integrity which lies at the heart of this school.

Attendance

Attendance and punctuality are satisfactory.

13. The school has effective systems in place for promoting and monitoring attendance that have had a positive impact on improving the attendance level during the last year. Most pupils arrive at school punctually and this ensures that lessons get off to a prompt start.

Attendance in the latest complete reporting year 2002-3 (%)

Authorised absence		Unauthorised absence	
School data	6.1 (7.0)	School data	0.0 (0.0)
National data	* (5.4)	National data	* (0.5)

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year. Figures in brackets are for the previous year. * National data is not yet available.*

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	380	5	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – any other Black background	6	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

14. The quality of education provided by the school is **good**. The quality of teaching and of pupils' learning is good overall. The curriculum is good with very good enrichment through opportunities for pupils to take part in sporting, performing arts and other extra-curricular activities. Standards of care, welfare and health and safety are very good. Partnership with parents and the community are very well developed.

Teaching and learning

The quality of teaching and learning is **good** in Years 1 to 6. In the reception year, it is satisfactory. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- The quality of teaching has improved since the last inspection, particularly in Years 3 to 6 and for pupils with special educational needs; however, in the reception, teaching is satisfactory, on balance, compared to good at the last inspection
- Enthusiastic, lively and exciting lessons promote pupils' interest and good behaviour
- Marking in Years 3 to 6 does not give enough guidance to pupils on how their work can be improved
- Lessons in most subjects do not develop sufficiently the new skills pupils are gaining in reading, writing, number work and using computers

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	12 (27%)	21 (47%)	9 (20%)	1 (2%)	0 (0%)	0 (0%)

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

15. The overall quality of teaching and learning has improved since the 1999 inspection. This is mainly through well-managed training, which has developed teachers' classroom skills and methods; for example, the quality of teaching in Years 3 to 6, which was satisfactory, is now good and matches that of Years 1 and 2. The quality of teaching and learning, overall, in religious education, and in art and design and physical education is now very good. As a result, pupils achieve higher standards in these subjects by the end of Year 6 than in 1999. Setting arrangements in English and mathematics from Year 2 onwards and in science in Year 6 assists pupils' progress in these subjects as the planning of work is closely suited to pupils' individual needs. The quality of teaching of mathematics is good or better in individual lessons; however, because teachers do not plan sufficiently to develop pupils' skills in problem solving and in the understanding and use of mathematical language, teaching, overall, is satisfactory.
16. Pupils who have special educational needs are taught well. They have equal opportunity with other pupils to learn as they are taught with others but in a smaller group. The support given to them by special needs or classroom assistants is of good quality. By going over carefully what the teacher has said but using simplified language, they enable pupils who find learning difficult to understand what to do. They are skilled at detecting when to give extra help and when to allow pupils to work something out for themselves. In discussions involving the whole class, the teaching assistants encourage pupils to contribute, thus promoting their inclusion in class activities. Carefully planned work, well suited to their needs, yet challenging for their abilities, ensures pupils with special educational needs achieve well.
17. The teaching and learning in the reception are satisfactory, overall, with strengths in the teaching of personal, social and emotional development and in communication, language and literacy. Teaching assistants are used well to assist the children's learning. Teachers are skilled at ensuring children's good behaviour; however, they do not plan sufficiently to develop children's opportunities for independent work or encourage them to select their own resources and this limits pupils' rate of learning in each area of learning. Insufficient attention is given to providing children with an understanding of what they must do to improve their work.
18. The quality of teaching and learning in most lessons in Years 1 to 6 is good or better. A major reason for pupils' good achievement in Years 1 to 6 is teachers' high expectations of their conduct and involvement in lessons. Teachers and teaching assistants understand pupils' individual needs well, and balance challenge and encouragement effectively often making learning both exciting and busy. In the best lessons, pupils' behaviour and attitudes to work are exemplary because the teaching ensures all pupils are actively involved throughout lessons. The planning of lessons is good and the pace of pupils' learning is brisk. The teaching is enthusiastic and energetic which stimulates thoughtful and productive learning. Most teachers not only have good knowledge of the primary school subjects and expect a lot of pupils, but also stimulate learning effectively through skilled use of teaching assistants and other available learning resources. Teachers use a wide range of methods in nearly all lessons, which really interest pupils in new learning and help them to concentrate. In a minority of lessons, learning is no more than satisfactory and, occasionally, is unsatisfactory when teachers do not expect enough of pupils. These lessons often start slowly and do not make the point of learning clear to all pupils. They sometimes have little to do in the first half of such lessons except to listen to the teacher's explanations and directions.
19. The fine quality of the head teacher's spiritual and moral teaching in daily assemblies is the foundation stone of the quality of education in the school. Some of its obvious outcomes are the very positive relationships between teachers and pupils in happy and purposeful classrooms. Through good teamwork with the teachers, classroom assistants and other helpers make significant contributions to learning, particularly for slower learners and those with special educational needs. Pupils in nearly all lessons are interested and attentive, get on with work promptly and mostly give it their best efforts. They are keen to contribute and share their experiences and discoveries.
20. Marking in Years 3 to 6 praise and measure pupils' efforts satisfactorily; however, teachers' comments do not often tell pupils exactly what they need to do to improve, or the level they are

working at; for example, few pupils' books and files contain individual learning targets to guide and speed up their progress. The school makes satisfactory use of the results from statutory and other tests in English and mathematics to identify individuals and groups of pupils who would benefit from extra help; for example, last year, the well-targeted support for the Year 6 pupils made an improvement in the number attaining the level expected of their age in mathematics.

21. The development of pupils' reading, writing, number and computer skills in other subjects varies between classes and subjects and is unsatisfactory overall; this is because teachers give insufficient attention to these areas of learning in their lesson plans. Exceptions are in history and religious education where pupils write in a good number of different ways and use reading from books, CD-ROMs or the Internet for research. Apart from a little work on co-ordinates in geography, and on measure, pattern and shape in art and design and design and technology, teachers do not exploit the mathematical potential of other subjects enough. Teachers use word processing adequately in English; however, they do not make enough use of information and communication technology for investigating and recording learning in design and technology, geography and science.

The curriculum

The school provides a **good** curriculum overall, particularly for pupils in Years 1 to 6, which enables them to achieve well and to develop their capabilities. They also have access to a rich and varied programme of extra-curricular activities to which they respond positively and within which they achieve very well. The accommodation and resources are satisfactory overall, although unsatisfactory in the reception.

Main strengths and weaknesses

- The curriculum meets statutory requirements well for all pupils and is supplemented very well by regular opportunities for pupils to broaden their experience through taking part in sports, the arts and other activities
- The quality of many reading books is unsatisfactory
- Accommodation and resources for children in the reception are unsatisfactory which limits the rate of children's progress.
- Provision for pupils' personal and social and health education is good

Commentary

22. The quality of the curriculum is good overall and shows clear improvements from the time of the last inspection. The match of teachers and support staff to the curriculum is good. The school has an inclusive approach and equality of access and opportunity is well illustrated in the opportunities for boys and girls to take part in all activities. Teachers are developing their awareness of pupils' varied learning styles using strategies and resources to ensure success. Provision for pupils with special educational needs is satisfactory. Pupils are well looked after and classroom help is linked to need. Sound, Individual Education Plans are in place ensuring that work is focussed and relevant; however, the tracking of their progress is only recent.
23. The provision of extra curricular activities is very good. The school has a well-deserved reputation for art, sport and the performing arts, providing pupils, including talented pupils, with additional opportunities to recognise and develop their skills and interests; as a result, it makes a major contribution to their high achievement in the expressive arts, drama, sports and physical education. Information and communication technology now meets statutory requirements and has been further improved by the provision of a purpose built computer suite complemented by a satisfactory range of software and other equipment. Curriculum plans for religious education now comply with the local education authority's guidelines, and pupils' achievement is very good.
24. At the last inspection, the quality and quantity of resources in many subjects were poor and adversely affected the quality of teaching and learning. Although resources are now better in

Years 1 to 6 in most subjects, they are still unsatisfactory in music and special educational needs. There is a good supply of big books and other resources to support the implementation of the National Literacy Strategy; however, the quality of much of the reading stock is old and in need of replacement. The accommodation has been improved since the last inspection and is now used more effectively; for example the refurbishment of the mobile classrooms and the buildings used for dinners, and provision of a separate outdoor play area for children in the reception. Health and safety issues, identified at the last inspection, have been resolved.

25. The curriculum for children in the reception classes is based on national guidance; however, planning does not take sufficient account of the small steps of learning with close reference to children's attainment at different levels, and links between the areas of learning are sometimes unclear. Limitations in the accommodation such as the size of the room and quality of furniture, and accessibility of good quality resources limit opportunities for pupils to learn independently.
26. There is good provision for pupils' personal, social and health education with an emphasis on raising pupils' self-esteem, and this contributes well to the very good relationships within the school, pupils' outstanding confidence and their very good attitudes to work. Science lessons are used well to raise pupils' understanding of the dangers of drugs, alcohol and tobacco, and the importance of healthy eating. There are strong links with a local high school to which almost all Year 6 pupils transfer and, as a result, they are well prepared for the next stage of their education.

Care, guidance and support

Arrangements for ensuring pupils' care, welfare, health and safety are **very good**. It provides pupils with good support, advice and guidance and involves them well in its work and development.

Main strengths and weaknesses

- The school provides a secure and happy environment in which pupils are very well cared for and this helps them to concentrate on their learning
- Well-targeted academic support and high quality pastoral support and guidance ensure that pupils achieve well but they are not sufficiently involved in setting their own learning targets
- Pupils have regular opportunities to express their views about the school and what should be improved

Commentary

27. The school takes very good care of its pupils. A governor has specific responsibility for health and safety issues and works closely with the building officer to ensure a safe environment. Regular inspections of the building and equipment are undertaken and appropriate records are maintained. The building officer plays a key role in the day-to-day management of health and safety issues. Child protection procedures are well established and all members of staff are aware of the procedures. There is a good number of staff trained in first aid. The school has an appropriate policy for the safe use of the Internet and unsuitable material is screened and filtered. The policy for race equality has been implemented appropriately and its effectiveness is monitored regularly. Pupils are always well supervised, particularly at lunchtimes when the supervisory staff follows well-planned routines to look after the children and to support their social development.

28. A significant strength is that pupils know if they have any problems or concerns there is an adult in whom they can confide. One of the reasons why pupils think this is a good school is because the teachers really care about them and want them to do well. There is a very well organised pastoral system which ensures that, in addition to pupils being able to speak to their class teachers, there is a different adult for them to talk to depending on the nature of their difficulty. The transition mentors ensure that pupils are well prepared for their move from Year 2 to Year 3 and their transfer to the secondary school. Pupils who start during the term quickly settle in to the school because everyone is so welcoming and friendly. Pupils are inspired and encouraged by the staff to do their best and this boosts their confidence and self-esteem so that they achieve well. Their personal and academic achievements are recognised and celebrated. The youngest children transferring into Year 1 are given extra support during the autumn term to help them develop their skills in literacy and numeracy.
29. The school seeks pupils' views through the prefect system. This is an effective process because pupils readily express their suggestions or concerns to the prefects and in turn these are communicated to the headteacher at the weekly meetings. Pupils know their views matter and, where possible, the school will try and act upon what they say. Pupils' involvement in the assessment of their own work and in setting targets for their next steps of learning is underdeveloped. Those pupils with special educational needs do not have opportunity to contribute to their Individual Educational Plans or the annual reviews

Partnership with parents, other schools and the community

The partnership with parents and the community is **very good**. The school works very effectively with parents to support pupils' learning. There are highly productive links with the community and other local schools that enhance the range of learning opportunities for pupils and help them to achieve well. The links with pre-school providers are insufficient.

Main strengths and weaknesses

- There is a strong partnership with parents which is based upon mutual trust and their confidence in the school
 - Good communication keeps parents well informed about the school and their children's progress but there is very little information about topics and work done in the classroom
 - Parental involvement in the life of the school makes a significant contribution to pupils' learning
 - The links with pre-school providers are insufficient
 - The school has developed an impressive range of links with other primary schools and the main secondary schools to which pupils transfer and these extend the range of curricular provision
 - The school sees the community as a rich resource to strengthen and enliven pupils' learning experiences
30. The school is very popular and has a strong standing in the local community. Parents choose this school because of its friendly atmosphere and how actively it promotes high standards of behaviour, respect and strong moral values. Many parents bring their children by bus from quite a way to get them to this school because of its good reputation. Parents have positive attitudes to the school and are keen for their children to do well and in turn this has a significant effect on pupils' learning.
31. The school communicates well with parents through regular letters, newsletters, termly parents' evenings and reviews of progress for pupils with special educational needs. Pupils' annual reports are of good quality but some of the targets for learning are too vague and are not always written in a way that parents would find useful in helping their child at home. Parents appreciate that the headteacher and staff are accessible at anytime without having to make an appointment for formal or informal discussions and concerns or problems are dealt with swiftly.

32. Parents make a very positive contribution to school life and what it achieves. There is always very good support for school events, concerts and school teams. The school is successful in recruiting large numbers of parents and volunteers who help in the classrooms. They make a regular commitment and their work is well planned and organised to give specific assistance to the teachers. The school values their efforts and they make a positive contribution to the standards that pupils achieve. Parental support for fund-raising events is quite outstanding, and amazing amounts of money are raised for school funds. Parents support their children well when work is sent home and many listen to them read regularly; however, the school provides little information about topics and work to be studied in class and this prevents parents from being fully involved in their children's learning at home.
33. The school capitalises very well on the expertise and resources in the community to improve pupils' learning. Visits to local museums and places of interest bring a sense of relevance to work in subjects, such as history and geography. Every opportunity is taken for the pupils to take part in musical or theatrical performances either in school or at a venue out of school and this increases parental involvement. The Christmas visits by all pupils in Year 3 to Year 6 took excerpts from concerts, songs and music to the various residential homes for the elderly and this proved beneficial to old and young alike. Pupils take part in various local projects such as the 'Clean Up' campaign and the redevelopment of the allotments adjacent to the school.
34. The school works very closely with other primary and secondary schools within the local family group. There are regular opportunities for the sharing of curricular issues and staff expertise. The very useful sporting links allow pupils to develop their skills in competitive situations. The school helps to train student teachers from local colleges. It provides good support for their work and the extra adults increase individual help for the pupils. The school has not done enough to develop links with the range of pre-school providers to ensure that the teachers have a good understanding of the new entrants and their needs and capabilities so as to provide as well as possible for them.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**, overall. The headteacher provides effective leadership. Leadership of the deputy headteacher and in the school as a whole is good. The governance of the school is **sound**. The effectiveness of the school's management systems is **satisfactory**.

Main Strengths and weaknesses

- The headteacher motivates and influences the staff well to develop their leadership capability: this creates a common sense of purpose and direction with a strong focus on pupils' achievements
 - A well organised system exists for monitoring and supporting teaching resulting in an improvement in the quality of teaching since the last inspection
 - The headteacher values all staff and this engenders a strong team spirit
 - Performance data is used well to check how it is performing in relation to other schools but the senior management team does not have a clear picture of how well individual pupils are achieving from year to year
 - Systems for financial control and administration are effective
35. The success of the school is the way the headteacher inspires and motivates every member of the school community and, as a result, morale is very high. He is valued, admired and respected by staff, parents, pupils and governors and is highly regarded in the local community. He provides effective leadership through his warm and positive personality and is firmly focused on providing the pupils with an interesting, imaginative curriculum and on raising standards. His determination to take the school forward, with the fullest possible support of the deputy headteacher, staff and governors, ensures that pupils achieve well in an

impressively calm and supportive learning environment. The headteacher and staff promote good working practices that reflect the shared beliefs and values of the school. Everyone in the school communicates very high expectations of behaviour and this is reflected in the very good behaviour of pupils both in and out of class.

36. The deputy headteacher provides very good support and assists the headteacher to monitor lessons and support teachers and pupils. Teaching is monitored and supported effectively throughout the school; this practice is well established and has had a positive impact on improving the quality of teaching since the last inspection. The deputy headteacher sets a good example to other teachers in the quality of teaching and the leadership of subjects. His leadership and joint management of religious education are very good and pupils achieve very well in this subject.
37. The headteacher respects and consults all people working in the school and, as a result, everyone feels valued. There is a high level of delegation of responsibilities at all levels. A team approach is well developed and there is a shared commitment to improvement. The subject co-ordinators are encouraged to bring new ideas and initiatives to their subjects and raise the quality of provision in school. They rise to the challenge of leadership and, as a result, they make a good contribution to the leadership of the school as a whole. They work effectively to support their colleagues and assess standards through checking of teachers' lesson plans and pupils' work although they are not yet involved in the direct observation of teaching and learning in their subjects. The importance of staff development is given good consideration, and effective procedures are in place to support staff in their training needs.
38. The headteacher and staff are keenly aware that standards have fallen in recent years. The school uses available data well to compare how well the school is performing against local, national and similar schools. The school commissioned the local authority to carry out a survey of the area to investigate the changes in socio-economic circumstances of the school population to ensure that there is a fair comparison of the performance of this school with schools of a similar kind. Test results are carefully analysed and weaknesses highlighted and the school is proactive in seeking a range of outside help in an attempt to raise standards. Last year, as a result of consulting with other schools, some of the children in Year 6 were given help to access previous end of Year 6 national test papers in mathematics and science and this was effective in raising the number of pupils achieving the level expected of their age. Occasionally, there is a slight element of senior managers presenting the teachers with good ideas to improve standards but then leaving them to decide whether to take them up or not. The school has a wealth of information about pupils' academic development and it is using the information well in Years 1 and 2 but the senior managers are not using it well enough to analyse patterns in individual pupils' progress in Years 3 to 6.
39. The governing body is very supportive and keen to see pupils achieve well. Governors are knowledgeable and experienced and very committed to the needs of the school and its pupils, ensuring that statutory requirements are met. They are perceptive in their understanding of the school's strengths and areas for development. Governors have some good knowledge of the school gained from meetings, headteacher's reports and general observations during visits to the school. Individual governors are linked to specific aspects and curricular areas. This is a recent initiative which has taken place over the last year with some links more developed than others: for example, there are good links between the subject co-ordinators for religious education and physical education. This is an evolving role that will ensure governors gain a better understanding of the school's curriculum. There is regular and productive communication between the headteacher and chair of governors.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	846322.58
Total expenditure	867297.72
Expenditure per pupil	2152.10

Balances (£)	
Balance from previous year	20149.20
Balance carried forward to the next	-825.94

40. The school's finances are well managed and virtually all the school's income is earmarked with the purpose and intention of improving the quality of pupils' education. The recent appointment of the two administrative staff is a very good move and they are already having a good impact on the day-to-day administration of the school. Financial control is efficient and, because one of the administrative assistants is well trained in managing the budget, the school will no longer need to pay for the services of the peripatetic bursar.

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice

The school's system to enable pupils to take responsibility for their actions worked very well in practice to control anti-social behaviour one playtime

A prefect came up to the deputy headteacher at the end of the mid-morning break to say that she had made an appointment for a boy to come and see him at 12.40 pm about an incident during play and she hoped that the time was convenient. At that moment, the pupil in question waltzed up, hands in his pockets, shouting aggressively, 'It wasn't my fault!' Instantly, the deputy headteacher turned to him to say that he would have his chance to put his side of the story at 12.40 pm and that, in the meantime, he should apologise for interrupting, take his hands out of his pockets and go to his next lesson where his next job was to work as hard as he could. He then checked that the boy agreed that this was fair. Instantly, the boy's demeanour altered, he mumbled his apologies, and all hurried inside for the end of playtime as the bell sounded.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The quality of teaching and learning overall in the reception class are satisfactory with strengths in the teaching of personal, social and emotional development and communication, literacy and language. It was not possible to make secure judgements on the quality of teaching in each area of learning because the pupils had only been in school for a very short period of time and the teaching was directed towards settling in the children and checking their levels of attainment, particularly in communication, language and literacy. The leadership and management of the reception are satisfactory. The accommodation and learning resources for outdoor learning have improved but the internal accommodation and learning resources are unsatisfactory and hinder further improvements in standards. The admission arrangements result in younger pupils not having sufficient time at the school to achieve the expected levels by the end of the reception year. Methods of checking children's progress in all the areas of learning, recently implemented, are satisfactory and are an improvement on previous practice. Overall, improvement since the last inspection is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and, by the end of the reception year, most children meet expected standards.

Commentary

42. Children enter the reception class with below average levels of attainment in this area of learning and make good progress, as was the case at the last inspection. Teachers expect high standards of behaviour and children respond well to simple rules. By the time they enter Year 1, the children work well together and their behaviour is good. A few younger children are initially reluctant to take part in activities but quickly respond to the teacher and to teaching assistants' skilled interventions. Occasionally, the teaching and learning is exceptional; for example, the deputy headteacher planned extremely well to encourage the children to become used to the expected routines at the school and to reinforce work already done by the teacher and teaching assistant. In this excellent lesson, not a moment was wasted and it provided a good foundation for future behaviour and attitudes to work. The children appreciated that school was enjoyable.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well, although, by the end of the reception year, do not meet fully expected standards
- The limitations of the internal accommodation and learning resources restrict children's role-play experiences

Commentary

43. As at the last inspection, children make good progress, particularly in developing skills in reading and writing; however, by the end of the reception year, standards, overall, are below those expected nationally. Children who start in the reception class at the beginning of the academic year achieve much higher standards by the end of the reception year than the younger pupils who do not attend the school until the start of the second term. Higher attaining children, by the end of the reception year, read at an average level for their age. They read a range of familiar words such as 'don't' and 'what'. They enjoy taking books home though many of the reading books are in poor condition. The on-going records in the home-school diaries enable parents and teachers to appreciate how well the children are progressing in reading both at home and at school. Lower attaining pupils know few words though recognise some initial sounds such as 'w' but struggle to read words such as 'it'.
44. In writing, children achieve well because of good teaching during the reception year. The work is suited well to each child's capabilities. On entry to the reception class, lower attaining children have very limited pencil control, and drawings of themselves are extremely rudimentary and they are unable to go over letters written for them. Progress is demonstrable over the year, showing increased control and increasing knowledge of marks on paper indicating words. Average attaining pupils show a good rate of progress and rapidly move on to copying and writing words accurately. By the end of the reception year, these children begin to write short sentences independently. Higher attaining pupils copy writing well on entry to the school and quickly move on to independent writing. By the end of the reception year they write interesting sentences and use joining words such as 'and'.
45. The teaching uses the outdoor area well to assist learning; however, the internal accommodation is cramped and the quality of learning resources is unsatisfactory. The available space for role-play activities restricts further development of this aspect of learning and the unsatisfactory quality of resources and their arrangement in the rooms do not engender a stimulating learning environment.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of the reception class are well below average, although children make satisfactory progress relative to their attainment on entry to the reception classes

Commentary

46. Children make satisfactory progress in this area of learning. The standards achieved by the younger pupils are significantly lower than those of children who attend from the beginning of the academic year. By the end of the reception year, most children can add numbers within ten and count objects correctly and write in words the number. Higher attaining children order correctly numbers up to 20 and can count back in ones and twos. They understand the language such as 'under', 'next to' and 'behind'. Lower attaining children recognise and name a circle. They total up to six correctly but some of the numbers they write down are reversed. They have limited understanding of the different combination of numbers that add up to five. Teachers use resources well, such as a number line. The outdoor area is used soundly by teachers to develop children's number recognition through games, such as number targets and dice. Good use is made of the teaching assistant to make notes about individual children's progress. Teachers plan suitable tasks for children on the computer to practise number recognition and sequencing; however, the computer and chair are not of a suitable size for the children to work comfortably. The children are attentive and are really excited when they accomplish a task on the computer.

OTHER AREAS OF LEARNING

Provision in knowledge and understanding of the world, physical development and creative development is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of the reception year are below average in physical development and well below average in knowledge and understanding of the world and creative development
- The outdoor area is used well but the unsatisfactory classroom resources and the organisation of the internal accommodation restricts children making better than satisfactory progress in developing independent learning

Commentary

47. Children make satisfactory progress in knowledge and understanding of the world, physical development and creative development. The quality of the outdoor area is an improvement since the last inspection and it is used well to develop children's skills in all of these areas of learning; for example, in the outdoor play area, the teaching assistant took advantage of the children's curiosity about a large fly on the wall to draw their attention to features of the fly, such as the length of the legs and wings. Higher attaining children bounced a ball and then used the head to push it away. Most children could pat a large ball but could not keep it bouncing for long. Lower attaining pupils threw balls fairly randomly. Children found it fun to rock from side to side on a mini seesaw without falling off. The teaching assistant challenged children well to improve their performance. Children were given opportunities to roll out clay into long thin shapes and then work with it to form different letters of the alphabet. Records were kept of children's progress in the different activities.
48. In the classroom, a range of activities build on children's interest satisfactorily; for example, the children were interested in the class fish and the teacher used the fish to find out what they knew, as well as linking the learning to books about fish. New language was introduced, such as 'aquarium'. Teachers do not provide sufficient encouragement for children to make decisions for themselves: for example, children were instructed to cut around the template of a fish and stick tissue paper on to it but had no opportunities to collect or select their own materials. Some children were asked to make observational drawings but they were not given choices of mark making materials and were restricted to drawing in thick felt tip pens. Most of the drawings were simple drawings or scribbles of a well below average standard. The internal accommodation is not very stimulating and does not readily engage children's interest. Learning resources are generally not accessible to the children which restricts children's self-selecting and taking some responsibility for their own learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**. Pupils achieve well because of the good quality of teaching. The leadership and management of the subject are effective.

Main strengths and weaknesses

- Thorough teaching of basic reading and writing skills in Years 1 and 2 gives pupils a strong foundation for future learning in English
- Teachers' good knowledge and understanding of writers and language result in confident and briskly paced lessons which stimulate pupils to join in and do their best
- Pupils meet difficulties in explaining and understanding what they read in other subjects because the school does not give enough attention to improving further reading in Years 3 to 6
- Teachers do not make enough of opportunities to develop pupils' literacy skills in most other subjects

Commentary

49. Results and work in pupils' books and lessons show that most pupils are on course to reach the standards expected for their ages by the end of Years 2 and 6. Standards are higher than those achieved by pupils at schools like Intake. Teachers have done well to maintain, by the end of Year 6, the average standards reported at the last inspection, given the children's well below average language development at the beginning of reception, and their below average attainment at the beginning of Year 1. Pupils' good achievements result from strong leadership which has improved teachers' confidence and expertise and the rate and effectiveness of learning. Pupils with special educational needs are also making better progress because of the recent improved arrangements to support them. Teaching pupils in ability groups from Year 2 to Year 6, good support from classroom assistants and booster classes in Year 6 meet effectively the needs of higher and lower attaining pupils.
50. The quality of listening in nearly all lessons is good. This is because teachers expect and achieve very high standards of behaviour, model speech and reading very clearly, give clear instructions and listen very attentively to pupils' responses. Pupils, therefore, gain confidence quickly, are not afraid to speak up, and learn through careful listening both to the teacher and each other. Pupils' developing confidence in speech gets a further boost through their taking part in annual school productions. Lessons in English, history and religious education also develop speech effectively in role-plays and discussions; however, lack of practice in group discussion of challenging text, particularly in Years 5 and 6, limits pupils' capabilities in explaining, debating and justifying their views. The annual arts week and drama club with good links to a local youth theatre make further important contributions to the effective development of speaking and listening skills.
51. Teachers in Years 1 and 2 are very good at getting pupils to enjoy learning their letter sounds, shapes, patterns and new words. They do this by using attractive reading materials and giving pupils a great deal of practice each day. Teachers' very clear pronunciation of sounds helps pupils to spell their words correctly. Both lower and higher attaining pupils, therefore, make rapid progress and most can read aloud and make sense of simple narrative text by the end of Year 2. Most parents support reading development well at home, hearing their children read regularly and contributing helpfully to home-school reading diaries.
52. In Years 3 to 6, effective reading with the teacher in the first part of most literacy hours begins to develop pupils' skills in 'reading between the lines'. Home reading and silent reading at the beginning of most afternoons widen pupils' experience of books; however, conversations with pupils and teachers show that, in Years 5 and 6, average and lower attaining pupils read less

by themselves and to adults at school. There is some justification for the concern of a few parents that a significant number of pupils do not change their individual reading books often enough. Year 6 pupils do not know how fiction books are arranged in libraries or how to use the numbering system for information books. They do not get enough practice in small group work to engage with deeper meanings in challenging text. As a result, these groups of pupils find it hard to explain what words mean, describe relationships or work their way through problems in other subjects. Another result is that Year 6 pupils' story writing lacks descriptive power at times, drawing more on spoken than written language.

53. The whole school focus on writing is improving standards. In Years 1 and 2, lively discussions stimulate pupils to record their experience and memories and have improved fluency and detail. Confidence has improved and, as one teacher put it, 'They are not afraid to make mistakes.' By end the end of Year 2, through regular practice and careful marking pupils form words clearly and have firm control of sentences. Teachers also give pupils practice in different types of writing; for example, retelling fairy-tales, and writing instructions. Pupils learn to present their work neatly; however, some pupils forget to use capital letters and full stops.
54. In Years 3 to 6, pupils gain considerable skill in writing in a varied range of given forms; for example, Year 6 pupils mimicked very accurately the language Shakespeare gave to the witches in Macbeth. They also learn to match the form and style of their writing to its audience, and to improve the quality of their work through re-drafting. Standards of presentation are good and standards of spelling and handwriting are satisfactory, a result of regular learning, practice and testing. However, weaknesses in punctuation and limitations in expression persist; for example, lower and average attaining pupils do not paragraph, or punctuate speech accurately. Much writing remains brief and underdeveloped. This is mainly because the marking of pupils' work is not making enough contribution to improving each pupil's progress; for example, although teachers praise pupils' achievements in writing, they do not often show them the next step to take or the level at which they are working at. Similarly, individuals and groups don't have precise targets in their books or files to guide future learning and practice.

Language and literacy across the curriculum

55. Teachers develop reading and writing skills well in history and religious education. Pupils read to discover information and write in a good range of forms in these subjects. Word processing in information and communication technology improves spelling and presentation significantly. There is not much planned development of reading and writing in other subjects. The number, accessibility and attractiveness of books in libraries and classrooms to encourage reading for enjoyment and research are unsatisfactory. Most reference books are out of date. Dictionaries and thesauruses are more often on classroom shelves than at pupils' elbows. Although teachers display interesting books in classrooms to support topics, the school library is little used by pupils pursuing questions arising in new learning.

MATHEMATICS

The provision for mathematics is **satisfactory**. Standards, by the end of both Year 2 and Year 6, this year are likely to be below average. Pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Improvements since the last inspection are satisfactory. The leadership and management of the subject are satisfactory.

Main strengths and weaknesses

- In Years 3 to 6, methods of calculating are taught well and pupils achieve well in this aspect of the subject; however, insufficient planning for pupils to apply their learning in problem solving, and the limited development of mathematical language, result in pupils making only satisfactory progress, overall
- Information about pupils' progress is used well in Years 1 and 2 but is not used well enough to set targets for further improvements in pupils' performance in Years 3 to 6

- Teachers mark pupils' work conscientiously; however, comments rarely state how well they are doing and how they can improve
- Skills in mathematics are not practised and developed sufficiently in other subjects and this restricts further improvements in standards

Commentary

56. In Years 1 and 2, the quality of teaching is good, overall, and sometimes very good. Pupils achieve well, building effectively on their well below average level of attainment on entry to Year 1. By the end of Year 2, pupils' performance, this academic year, is likely to be below average. Grouping pupils by ability classes in Year 2 assists higher, average and lower attaining pupils to make good progress; for example, in the lower attaining group the teacher's planning was thorough, linked to previous and future work and provided challenge for all pupils, including those with special educational needs. The introduction to the lesson was lively and pupils played excitedly a game involving counting down from 20 in twos. Good resources provided by the teacher were used well to enable the teacher to check pupils' understanding and to correct misconceptions. Most children found the task set difficult but, increasingly, pupils developed an understanding of counting down in twos from 20. The teaching encouraged pupils to use mathematical language correctly, such as 'digit'. The teaching assistant worked well with pupils with special educational needs and encouraged them to join in with whole class activities as well as helping them to make good progress when working on individual tasks.
57. In Years 3 to 6, the teaching and learning are satisfactory, overall. Some lessons are good or very good, particularly in Year 5 and 6. Standards of pupils' performance by the end of Year 6 are below average overall and pupils' achievement in Years 3 to 6 is satisfactory. The teaching of calculation methods is good; for example, in a very good lesson in Year 6, the teacher, at the beginning of the lesson, stressed the importance of increasing the pace of their work when halving and doubling numbers. Pupils were keen to answer questions and the teacher insisted that they used correct mathematical language when answering, such as 'inverse'. The teacher and teaching assistant encouraged pupils with special educational needs to participate fully in all aspects of the lesson. The leadership of the subject has identified, through the examination of the answers in previous national test papers, weaknesses in pupils' achievement in solving written mathematical problems and this is a priority for development in the current academic year. Examination of pupils' work shows that development of mathematical language and experience of practising applying mathematical understanding to solve problems is still limited. In addition, mathematical language is not a prominent feature in classroom displays. The planning by teachers to develop mathematical language is not consistent throughout the school.
58. The subject leaders have collated well information about pupils' progress relative to the levels of the National Curriculum. The recently developed computerised system to record pupils' attainments over several years is very detailed and provides much information about individual pupils as well as year groups; however, the information is not used consistently throughout the school. In Years 1 and 2, assessment information is used well to monitor, each term, pupils' progress and set targets for improvement. This effective system helps teachers to monitor pupils' progress regularly and to plan for individuals' needs well. In Years 3 to 6 similar information is available but it is used less effectively to guide the next steps in learning
59. Pupils' work is marked regularly; mainly ticked or crossed to indicate whether the work is correct or incorrect. Occasionally, comments are written on pupils' work though, usually, in the form of positive comments and rarely on how pupils can improve their work. Consequently, pupils are not being challenged sufficiently to develop their learning at a faster pace.

Mathematics across the curriculum

60. Numeracy skills and the use of information and communication technology to assist learning in mathematics are not developed sufficiently in other subjects. Examples can be found of sound practice and extension of mathematical skills in other subjects; however, much of the use is incidental with limited specific and consistent planning across the school which links to previous learning.

SCIENCE

Provision in science is **good**. Pupils' achievement is good. The quality of teaching and learning are good. The leadership and management of the subject are effective.

Main strengths and weaknesses

- Pupils are taught in classes of similar levels of attainment in Year 6 and this is helping to raise standards
- Visits out of school bring pupils' learning to life; however, too few opportunities are planned for investigative work and effective recording of work by pupils
- Learning resources are good, overall, although for information and communication technology resources do not effectively support pupils' work

Commentary

61. By the end of Year 2 and Year 6, pupils attain standards in line with the national average. This represents good achievement for all pupils, including those with special educational needs; for example, in a Year 3 lesson, effective questioning helped the teacher to assess the pupils' previous understanding to ensure the teaching built well on previous learning. The teaching assistant was used very well to assist the learning of lower attainers. Pupils worked well together and gained a much better understanding of the features of a flowering plant at all levels of attainment. Wall displays reinforced effectively the work on the topic of 'Living things'.
62. Teachers have good subject knowledge and they give pupils clear explanations and insights into their work which prompts them to ask questions. Effective guidance to help teachers to plan lessons is now available for all year groups. Pupils are now grouped into classes according to their prior attainment in Year 6 and this has helped to increase the proportion of pupils attaining the higher levels since the last inspection. The introduction of targets, such as 'I can ...', is helping to challenge pupils at all levels of attainment..
63. Visits out of school, such as to science museums and woodlands, stimulate pupils' learning and interest in the subject. In lessons, much work is recorded on worksheets and this tends to restrict pupils' opportunities to write at length, although some good examples of Year 6 research projects were seen. There are also too few opportunities for planned and thoroughly recorded investigative work to develop pupils' scientific thinking.
64. The quality and quantity of resources is now good, an improvement since the last inspection allowing teachers to plan more challenging work for higher attaining pupils. The lack of a good range of quality software and hardware, such as sensors, means that information and communication technology is not used effectively to assist pupils' studies, although they use the Internet to search for information to assist their learning.
65. The subject co-ordinators lead the subject well. They are not involved in the monitoring of the quality of teaching and learning in classrooms although they do examine teachers' lesson plans and pupils' work. This is helping the teachers and subject co-ordinators to have a clearer understanding of standards throughout the school and areas for development. The effective targeting of booster money by the management has helped to increase the proportion of Year 6 pupils attaining the level expected or above in the national tests in 2003.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Pupils achieve satisfactorily throughout the school. The quality of teaching and learning is sound. The leadership and management of the subject are satisfactory.

Main strengths and weaknesses

- The provision in information and communication technology has improved since the last inspection, although standards, by the end of Year 6, remain below average
- The leadership has planned well for the subject's development
- The use of information and communication technology to assist learning in other subjects is at an early stage of development

Commentary

66. Since the last inspection, the school has improved significantly the provision for information and communication technology by developing a good quality computer suite which allows for the teaching of whole class groups. This improvement is recent and its impact is not yet reflected in pupils' attainment in Year 6; for example, in a Year 6 lesson, in the computer suite, there were sufficient computers to allow pupils to work in pairs. The interactive whiteboard was used well by the teacher to explain new learning. Pupils were confident in using the computers and worked well with their partners. The lesson planning built up well on previous learning, though was below the level normally expected for Year 6 pupils. The teacher showed good understanding of the computer program and, because of this, explained fairly detailed routines well to pupils. The teaching assistant provided effective support. Good teamwork was apparent between the teacher and the teaching assistant and this enabled all pupils to make good progress in their learning. By the end of the lesson most pupils could use computers to draw tessellated shapes to produce detailed representations of a famous artist's work.
67. In Year 2, the teacher's lessons plans linked well to national guidelines. The pupils were confident in using the computers and quickly logged on to the computer program using a password. A parent helper gave good assistance to pupils, particularly lower attaining pupils. Most pupils had a good understanding of subject language, such as, 'double click'. Pupils worked hard on their tasks and achieved well.
68. Over several years, the co-ordinators and the senior managers have worked well with the local education authority and governors to improve the provision. The plans for further improvement are well founded and address present weaknesses, especially the need to develop methods to assess and monitor pupils' progress in the subject and to improve resources. Training to improve staff confidence, particularly in the control and monitoring aspects of the subject are also planned for. The formation of an information and communication technology development group, including the headteacher, deputy headteacher, subject co-ordinators, the building supervisor and the governor with responsibility for the subject, effectively creates a forum to move the subject forward at a brisk pace. The school is well placed to improve standards.

Information and communication technology across the curriculum

69. Overall, information and communication technology is providing insufficient support to learning in other subjects. In English, pupils word process their writing satisfactorily though they have not had opportunities to present information about their learning using a multimedia presentation package. In mathematics, pupils use spreadsheet programs to present graphs though have not had much experience of altering items on a spreadsheet to determine the

effect of the changes to the data. Hardware and software shortages in science limit the

opportunities for pupils to use sensors to gather data in their investigations. In art and design, pupils use graphics programs well to produce pictures in the style of well-known artists. In other subjects, there is limited use of information and communication technology to assist learning.

HUMANITIES

Religious Education

Provision in religious education is **very good**. Pupils achieve very well and attain above average standards by the end of Years 2 and Year 6 because they are taught very well. Leadership and management are very good

Main strengths and weaknesses

- The curriculum is very well planned to give pupils greater spiritual and cultural awareness
- The strengths in the leadership, management and teaching have led to significant improvements in standards

Commentary

70. The quality of teaching is very good and enables pupils to attain high standards. Most of the teaching involves the subject co-ordinators whose passionate interest in the subject makes their teaching lively and interesting. Lessons are very well planned to incorporate different activities, such as discussions in pairs or groups or presentations to the whole class. Drama is used very effectively to give pupils insight into Bible stories or tales from other faiths. Younger pupils were observed in the playground enacting vigorously Ganesh wielding his sword! Teachers have very good strategies to make sure everyone listens and contributes, setting a dynamic pace for questions and answers by asking different types of questions of different pupils. In a lesson on Judaism, pupils in Year 6 were tremendously enthusiastic as they demonstrated what they could remember from the previous week's lesson. Pupils' written work shows an above average understanding of different faiths. By the end of Year 2, pupils know about many Muslim customs and traditional stories and produce lively illustrations with appropriate written explanations underneath. Pupils in Year 6 not only know about different customs and beliefs but also attempt to give explanations for these. The quality of marking is good and shows high expectations of the amount of work expected of higher attaining pupils. Supportive comments, such as, 'Very good observations - you did very well in this lesson,' help lower attaining pupils to feel they are making a worthwhile contribution.
71. Religious education was an area for improvement at the last inspection. The school has made enormous progress since then. The curriculum is very well planned, concentrating on three faiths in detail so that pupils build on what they know and so gain more detailed knowledge, as they grow older. A feature of the curriculum is the way it is planned to help pupils to learn about themselves and other people; in Year 2, for example, pupils wrote: 'The Israelites were scared of Goliath. I am frightened of...' and giving reasons for their answer. When learning about distinctive Jewish artefacts, Year 6 pupils firstly reflected on things which were special to them and then moved on to consider objects that might be special to other people, such as their parents or carers and the reasons for this. As a result, pupils learn a lot about themselves, other people and other faiths and customs. The school makes good use of educational visits to expand pupils' knowledge. Year 1 pupils talked enthusiastically of their visit to the local church, explaining what the chalice and patten were used for. Their eyes lit up with excitement as they described the stained glass windows and 'the big clock to tell the people the time as they had no watches.' The curriculum links closely with the themes covered in assemblies so that there is a consistent programme of spiritual and cultural development throughout the school.
72. The leadership and management of this subject are very good. The co-ordinators form a committed and dynamic team to provide a well-structured curriculum with strong links to other subjects, such as drama and dance. Scrupulous monitoring of what and how pupils learn

promotes a very good rate of learning by all pupils. The steps taken to raise achievement are successful and are reflected in pupils' increased knowledge and understanding.

GEOGRAPHY AND HISTORY

Provision for geography and history is **satisfactory**. Standards in both subjects are in line with national expectations by the end of Year 2 and Year 6. The leadership and management of the subjects are satisfactory.

Main strengths and weaknesses

- Teachers broaden pupils' understanding well through good links with other subjects, drama, and visits to local sites.
- Pupils show a lot of interest in and understanding of the history topics.

Commentary

73. Teachers' plans, and scrutiny of work from last years' classes shows that provision meets statutory requirements. Satisfactory leadership and management of teaching and learning enable most pupils to achieve the standards expected for their ages. Resources meet the demands of the curriculum adequately. Visits to local sites, such as to farms, gardens and an island, enrich pupils' understanding through immediate experience of topics studied in the classroom. Arrangements to assess pupils' developing skills are at an early stage of development.
74. In the history lessons observed during the inspection, teachers' enthusiasm, detailed knowledge of the topics and use of a wide range of methods stimulated thorough learning; for example, in a good Year 2 lesson on Florence Nightingale, a carefully managed role-play between two pupils rapidly developed the class's understanding of Victorian prejudice against women and how the military hospital at Scutari differed from hospitals today. A high quality video gave a strong introduction to the topic and everyone listened intently and discussed the content animatedly. Lists of common words and 'try and spell' books for each group helped pupils' note making and carefully linked their written work with aims in literacy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In music, no lessons were seen and it was not possible to make any judgement on standards, pupils' achievements or the quality of teaching and learning.

Art and design

Provision in art and design is **very good**. Pupils' achievement is very good. They attain standards which are above those seen in many schools by the end of Year 2 and Year 6. The leadership and management are very good.

Main strengths and weaknesses

- The subject has a high profile in Years 1 to 6
- Subject co-ordinators are enthusiastic and work closely with other teachers
- The wider community makes a good contribution to pupils' achievement

Commentary

75. Art and design has a high profile in Years 1 to 6. Although few lessons were seen, it is clear from talking to pupils and their teachers and looking at portfolios of completed work and displays around the school that standards in art are above those seen in many schools. Achievement for all pupils, including those with special educational needs, is very good. The high standards seen at the last inspection have been maintained, whilst improvements include more artists working in school, increased parental involvement and use of the local environment.
76. Teachers plan lessons with the intention of making art fun, creative and exciting whilst, at the same time, making pupils think hard. The guidance for teachers to assist the planning of lessons is very clear and provides a detailed focus for developing pupils' skills to ensure that pupils make progress as they move through the school. Teachers' subject knowledge is very good and their enthusiasm rubs off onto pupils, and because they are so interested, they work hard. A teacher remarked rightly 'Our pupils are switched on to art.' Demonstrations are used very well to develop pupils' understanding. Information and communication technology is used as a separate medium; a good example was seen when Year 6 pupils used a computer graphics application to make repeating tessellating patterns based on Sonia Delaunay's Rhythm Couleur.
77. The joint co-ordinators lead the subject very well. They have a very good understanding of their subject and this is reflected in the high quality of their teaching. They are passionate to maintain the high standards in the subject and provide effective help to other teachers. Art makes a very good contribution to pupils' cultural development.
78. Links with the community make a positive contribution to pupils' attainment; for example, Year 4 pupils worked with a local artist to produce a colourful mosaic, their sense of achievement being reflected in the comment, 'I couldn't believe we'd produced such a wonderful piece of art'.

Design and technology

Provision in design and technology is **satisfactory**. Pupils' achievement is good. The leadership and management are satisfactory.

Main strengths and weaknesses

- Guidance for teachers to help plan lessons, use of information and communication technology to assist learning and methods of checking pupils' progress against levels of the National Curriculum are at an early stage of development

Commentary

79. Although only one lesson was seen, further evidence was gathered from discussions with teachers and pupils, a scrutiny of planning and samples of work and displays around the school. Therefore, positive conclusions can be drawn that standards of attainment are in line with national expectations by the end of Year 2 and 6. Pupils' achievement, including of those with special educational needs, is good. Younger pupils develop skills in a range of activities including making models from recycled materials and using construction kits. By the end of Year 2, most pupils can use a range of techniques to join materials; for example, pupils in Year 2 designed and made attractive fabric pictures of butterflies. In Years 3 to 6 pupils build well on their previous learning and by Year 6 pupils can confidently investigate, evaluate and discuss individual ideas leading to a design, and have a good understanding of the processes involved. A wall display in school showed these elements when drawings of three everyday objects, a pastry cutter, bottle nozzle and a pair of nutcrackers were turned into an underwater creature in a fantasy watery setting.

80. It was not possible to make a firm judgement on the quality of teaching and learning throughout the school, except to say, in the Year 5 lesson seen, it was very good. Very good planning, subject knowledge and the use of teaching assistants typified this. Pupils have good attitudes and talked about their designs and models with enjoyment and enthusiasm. They listened well to suggestions, and work collaboratively on tasks.
81. Management of the subject is satisfactory and the subject co-ordinators are keen to improve standards further; for example, adopt national guidelines to assist teachers to plan lessons, developing more formal methods of checking pupils' progress and the increased use of information and communication technology. Improvement since the last inspection is satisfactory. Resources are sufficient to meet the requirements of the National Curriculum with a useful selection of tools existing for measuring, marking, cutting and joining; however, more consumables, such as more resistant materials, wheels, and axles, are needed.

Physical education

Provision in physical education is **very good**. Achievement is very good and by the time pupils leave the school, they attain standards which are above those seen in many schools.

Main strengths and weaknesses

- Pupils enjoy lessons and work hard
- Extra curricular activities and links with other schools make a valuable contribution to pupils' achievements
- Leadership and management are very good
- Parents' support is very good

Commentary

82. Pupils attain standards by the end of Year 2 in line with what is expected of pupils of this age, representing good achievement; however, their progress quickens as they move through the junior classes and by the end of Year 6, they attain above average standards; for example, all pupils complete the Year 6 expectation to swim at least 25 metres. For five consecutive years, all pupils, by the end of Year 6 have been able to swim at least 25 metres and the school has been awarded a national award to reflect this achievement.
83. The quality of teaching is good overall with some excellent teaching at Year 6. From an early age, pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. Where teaching was of an extremely high standard planning was very effective with a high level of expectation and challenge, and insistence on high standards of behaviour. Pupils responded and enjoyed their lessons and worked extremely hard, often at or near full capacity. They enjoyed evaluating what they had done and appreciated individual examples of expertise demonstrated by their peers.
84. A wide range of extra curricular activities and competitive sport within the local school cluster enhances pupils' attainment, particularly for Year 3 to 6 pupils. Successes are celebrated with winning certificates for football, rounders, volleyball, rugby and cricket on display in the school hall. In consultation with other schools, the existing scheme of work is being reviewed to ensure that all pupils follow the same curriculum for ease of transfer to the receiving comprehensive school.

85. Leadership and management are very good, reflected in the school's application for the Gold Sportsmark award. Other priorities include provision of more extra curricular activities for younger pupils and outdoor and adventurous activities for pupils in Year 6. Parents give very good support, for example, in refereeing matches, training teams and providing transport, and the Friends Association's buying of a football strip. Standards have improved since the last inspection and the range of extra curricular activities has increased.

Personal, Social and Health Education and Citizenship

86. No specific lessons were seen in personal, social and health education and citizenship so it was not possible to make any judgement on standards, pupils' achievements or the quality of teaching and learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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