

# INSPECTION REPORT

## LANDER ROAD PRIMARY SCHOOL

Litherland, Liverpool

LEA area: Sefton

Unique reference number: 104874

Headteacher: Mrs Barbara Billingsley

Lead inspector: Mr Johnny Morris

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> May 2004

Inspection number: 256674

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	239
School address:	Lander Road Litherland Liverpool Merseyside
Postcode:	L21 8JD
Telephone number:	0151 922 5760
Fax number:	0151 922 1695
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Baxter
Date of previous inspection:	08/06/1998

## CHARACTERISTICS OF THE SCHOOL

Lander Road is an above average sized primary school. Forty-nine children attend the nursery part-time and there are 27 children in the reception year who attend full-time. The percentage of pupils eligible for free school meals is well above average at 51 per cent. The percentage of pupils with special educational needs is broadly in line with the national average. However, this varies from year to year and was significantly higher in the group of pupils that left last year and is above average in the current Year 6. Pupil mobility is below average overall but, again, this was above average in relation to the group of pupils that left last year. There are no pupils with English as an additional language. The school's socio-economic context is very unfavourable. Attainment on entry to the nursery is well below average.

Spanish is taught throughout Years 2 to 6. There is a breakfast club that is regularly attended by about 30 pupils. There are workshops for parents in mathematics and English. The school has received the following awards in recent years: DfES School Achievement Award 2001; Investors in People 2002; Healthy Schools Award 2003; Basic Skills Quality Mark 2004. Most significantly, this was the first primary school in Sefton to be given the British Council International School Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	Special educational needs Mathematics Information and communication technology Music Physical education
9974	Mr D Singh	Lay inspector	
30691	Mrs K Yates	Team inspector	English Religious education Geography History
25623	Mr E J Cox	Team inspector	The Foundation Stage curriculum Science Art and design Design and technology Personal, social and health education and citizenship

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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## PART A: SUMMARY OF THE REPORT

This is a **good** school. Pupils' achievements, teaching and learning and leadership and management are all good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children in the Foundation Stage achieve very well and pupils in Years 1 to 6 achieve well.
- Pupils' attitudes to learning, behaviour and personal development are good. Pupils make significant gains in self-esteem and confidence and are well prepared for the next stage of their education.
- Teaching and learning are good. Pupils are interested and involved. However, teachers do not use information arising from the assessment of pupils' past performance well enough to maximise their learning.
- The leadership of the headteacher and deputy headteacher is very good. Governance is very good. Management is good overall. However, the leadership and management of other key staff are satisfactory and could be more effective.
- Attendance and punctuality are satisfactory overall but the learning of a significant number of pupils is reduced because of unsatisfactory attendance or regular late arrival at school.

Improvement since the last inspection has been good. Improvement in governance has been very good. There have been significant improvements in relation to standards and provision in information and communication technology (ICT), teaching and learning and strategic planning. There has been satisfactory progress with regard to raising standards in English and science.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
This table usually uses the national similar schools data for those whose pupils attained similarly at the end of Year 2. In this case it includes comparison with similar schools based on free school meals because the 2003 Year 6 cohort had changed by more than 20 per cent since Year 2.*

In relation to their capabilities and prior learning all pupils achieve **well** during their time at the school, including the significant number with special educational needs.

Children in the Foundation Stage achieve very well from a low starting point in all areas of learning. At the end of reception standards are very close to or in line with national expectations in five of the six areas of learning. There was insufficient time to make a clear judgement on creative development.

Standards at the end of Year 2 are currently average in English, mathematics and ICT and below average in science. The trend in the last four years has been below the national trend. Standards in 2002 and 2003 were lower than they were in 2000 and 2001. This is because of less able groups of pupils and it is not due to any significant weaknesses in the school's provision.

Standards at the end of Year 6 are close to average in English, mathematics and ICT and below average in science. The pupils currently in Year 6 are less able overall than the 2003 year group. Standards have improved at the same rate as they have nationally since 1999. There is evidence that boys do not do as well as girls in writing and the school is taking reasonable action to try to overcome this.

Pupils' attitudes, values and personal development are **good**. Pupils' spiritual, moral, social and cultural development is good.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching and learning are **good** throughout the school. During this inspection no unsatisfactory teaching was seen and teaching and learning were very good in nearly a third of the lessons. Information about what pupils know, understand and can do is analysed to identify strengths and weaknesses in their learning and reasonable action is taken to try to raise standards. However, insufficient emphasis is placed on the effective use of rigorous and regular assessment to inform teachers of pupils' progress throughout the year and to let pupils know what they need to do next. The curriculum is good. The teaching of Spanish and the pupils' very positive response to it is a significant feature. The care provided for pupils is good. Participation in the Healthy Schools initiative and activities such as the breakfast club have a positive impact on the pupils' well-being. Partnership with parents is satisfactory and partnerships with other schools and colleges and the community are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The leadership of the headteacher is very good. The deputy headteacher is very effective but the role of other key staff is satisfactory overall. The headteacher is taking an innovative approach to the delegation of responsibilities and developing the role of subject leaders. The governing body is very effective. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have positive views of all aspects of the school's work but significant numbers do not involve themselves sufficiently in their child's learning or do enough to ensure that their child attends school regularly and arrives on time. Pupils have positive views of school. They clearly enjoy school and most of the activities provided.

## **IMPROVEMENTS NEEDED**

The most important things the school should do are:

- develop the role of subject leader;
- improve the use of assessment information to help pupils know what they need to do next;
- improve attendance and punctuality.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good overall and in Years 1 to 6. Children in the nursery and reception classes achieve very well and get a good start to their education. At the time of the inspection, standards at the end of Years 2 and 6 were average in mathematics, ICT and religious education and below average in English and science.

#### **Main strengths and weaknesses**

- Children achieve very well in the Foundation Stage, especially in communication, language and literacy and personal, social and emotional development.
- Pupils in Years 1 to 6 achieve well.

#### **Commentary**

1. Children in the nursery and two reception classes benefit significantly from the very good provision. They enter the nursery with well below average attainment in all areas of learning. By the end of reception most of them achieve the standards expected nationally in five of the six areas of learning described in the Foundation Stage curriculum. There was insufficient evidence to make a judgement about creative development.
2. Pupils achieve well overall in Years 1 to 6. The results of national tests in English and mathematics at the end of Year 2 were lower in 2002 and 2003 than they were in 2000 and 2001 and the school trend of improvement is below the national trend at this age. This was due to differences in ability between the groups of pupils rather than any significant weaknesses or decline in the quality of provision. Currently standards are below average in English and science but average in mathematics, ICT and religious education. This is higher than last year in English and mathematics.

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

Standards in:	School results	National results
Reading	14.3 (14.4)	15.7 (15.8)
Writing	13.6 (12.7)	14.6 (14.4)
Mathematics	15.7 (16.5)	16.3 (16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

3. Standards in English, mathematics and science at the end of Year 6 have improved in line with the national rate of improvement since 1999. The results were well above average compared with similar schools based on free school meals in 2003. The comparison based on prior attainment (where similar schools are those whose pupils achieved similarly at the end of Year 2) is unreliable because of a high level of pupil mobility in that particular year group. This inspection finds standards to be average in mathematics, ICT and religious education but below average in English and science. This is slightly lower than last year but there are a significant number of pupils with special educational needs in the current year group and a smaller proportion of girls.
4. Pupils achieve well because teaching and learning are good and they have positive attitudes to school. A significant element of the very good leadership of the headteacher and deputy headteacher is a commitment to raising academic standards and meeting the broader needs of the pupils. Pupils achieve well in personal, social and health education and citizenship



throughout the school. Pupils with special educational needs achieve well. However, there is some evidence that boys do not do as well as girls, particularly in writing, throughout the school. The school has identified this issue itself through analysis of national tests results and correctly made raising standards in writing a high priority.

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

Standards in:	School results	National results
English	26.8 (26.6)	26.8 (27.0)
Mathematics	27.0 (27.0)	26.8 (26.7)
Science	28.3 (27.7)	28.6 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

#### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and relationships with staff and each other are consistently good. These qualities, and the school's stimulating learning environment, very effectively support the pupils' personal development. Attendance is generally satisfactory and most pupils are punctual but during the inspection a significant number of pupils were absent and arrived late.

#### **Main strengths and weaknesses**

- Most pupils love coming to school, enjoy learning and their behaviour in most lessons and around school is good and supports their achievement. They have trusting relationships with adults.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- The attendance and punctuality of some pupils could be improved.

#### **Commentary**

5. Staff and pupils enjoy constructive relationships throughout the school. This partnership helps to raise pupils' self-esteem and confidence and enables them to serve their school and wider community with pride and unquestionable loyalty. Pupils have a thirst for knowledge, which was evident in a significant number of lessons in all classes. It is rare for attitudes to learning to be less than good. Nearly all pupils, including those with special educational needs, listen attentively, are keen to answer questions and tackle work enthusiastically. The teachers' ability to sustain frequently high levels of interest in lesson content and set suitably challenging tasks ensures pupils of all abilities do well. Notwithstanding this overall picture, immature attitudes are sometimes evident. A few pupils seek adult attention and find work hard to manage without it.
6. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection, both in circle and story times and through social activities outside lessons. This contributes powerfully to pupils' personal development, particularly their moral, social and cultural development, all of which are good. The children in the nursery and reception classes make very good progress in their personal, social and emotional development and most of them achieve the standards expected for their age by the end of the reception year.
7. Pupils also invest their time wisely and take an active part in activities outside lessons. They play different sports, visit places of interest and extend their learning through the before and after school clubs. This extensively supports their moral, social and cultural experiences. Almost all pupils are extremely friendly and well mannered and this ensures a harmonious climate for learning. There were two exclusions in the last academic year and these were for good reasons and correctly managed.

8. The unsatisfactory attendance of some pupils affects their achievement and personal development. The school and a small number of parents could develop a more constructive partnership which would assist the school in raising attendance and improving punctuality.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Black or Black British – Caribbean
Chinese
Any other ethnic group

No of pupils on roll
199
1
1
1
3

Number of fixed period exclusions	Number of permanent exclusions
1	1
0	0
0	0
0	0
0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good. Assessment is satisfactory. The curriculum and opportunities for enrichment are good. Accommodation and resources are satisfactory. The way the school cares for the pupils is good and involvement of pupils through seeking their views is satisfactory. Partnership with parents is satisfactory and partnership with the community and links with other schools are colleges are good.

**Teaching and learning**

Teaching and learning are good. Assessment is satisfactory.

**Main strengths and weaknesses**

- A good number of examples of very good practice were observed.
- Teaching in the nursery and reception is good with many very good features and gives the children a good start to school life.
- Teaching and learning in Years 1 to 6 are characterised by very good planning, very high expectations of behaviour and good levels of pupil involvement and interest.
- Assessment is good in the nursery and reception. It is satisfactory in Years 1 to 6.

**Commentary**

9. Teaching and learning are good overall. There are no significant differences between classes, year groups or key stages. A good number of lessons were observed and there were brief observations of several other lessons but inspectors did not stay long enough in these to make reliable judgements. No unsatisfactory teaching or learning was seen. Although no excellent teaching was seen, the teaching was judged to be very good in nearly a third of the lessons and some very good features were also noted during other observations. For example, pupils from

the mixed Year 1 and Year 2 class were seen involved in very stimulating play activities related to the building work going on in the school at the time of the inspection. Pupils pretended to be site managers and architects, wrote instructions for others, drew plans of the work and appointed a visiting governor as tea maker! They used a toy wheelbarrow to move large wooden and plastic bricks and constructed walls. This activity resulted in significant learning in literacy, personal development and design and technology. Learning was considerably enhanced by the very good use of a digital microscope, and reference to previous work on display in the classroom, during a science lesson involving pupils from Years 5 and 6. Resources were used very well to promote an interest in reading and love of books during the observation of part of a Year 2 English lesson.

10. Throughout the school, teachers plan lessons very well and expect pupils to behave very well. Pupils are grouped by ability for literacy and numeracy and, despite the weaknesses in assessment described below, tasks are predominantly well matched to their different needs. Tasks are often challenging to pupils and nearly all pupils are interested and involved in all lessons so they learn well. Whilst there are no significant weaknesses in the teaching there was a lack of excitement and stimulation in a small number of lessons, particularly in mathematics. The pupils' good levels of motivation and involvement sometimes appear to be of their own making. The use of homework is satisfactory.

### **Summary of teaching observed during the inspection in 38 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (29%)	22 (58%)	5 (13%)	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.*

11. The teachers in the nursery and reception classes have very good procedures to assess what the children know, understand and can do. They use this information well to plan lessons that are relevant and stimulating and activities that are matched well to individual needs and abilities. In Years 1 to 6, the headteacher and deputy headteacher analyse the results of national tests, both statutory and optional, and other standardised tests with considerable rigour. This had led to a high priority being given to writing throughout the school and the identification of some degree of underachievement by boys. However, the subject leaders in English, mathematics and science and class teachers are not as conversant with this information as they should be. The available information tends to be used to set targets on an annual basis. It is not used well enough to track the progress of individual pupils throughout the school year. Although tasks are generally matched well to individual needs this is not always as sharp as it could be. Consequently, learning is not maximised because pupils are not always clear enough about what they need to do next.

### **The curriculum**

The quality and range of the curriculum are good. A broad range of activities meets pupils' needs well. Curriculum development, including the introduction of Spanish lessons and contacts with schools abroad, is very good. The school offers pupils good opportunities to extend their interests beyond lessons. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- Good links with the secondary school have led to innovative developments of the curriculum.
- The good range of out-of-school activities and links with schools in other European countries enhance the curriculum very well.
- The curriculum provides well for children in the Foundation Stage.

## Commentary

12. One of the outcomes of the good links with the local secondary school was the teaching of Spanish to pupils in Year 6. The appointment of new staff with relevant qualifications has resulted in all pupils from Year 2 to Year 6 learning Spanish. Pupils are given very good opportunities to learn about the culture and customs of other European countries. This effectively complements the school's links with other schools in Hungary, Spain, Poland and Finland. Pupils and staff have visited some of the schools in these countries and received visitors from the partner schools in return. In the near future, further links using ICT to promote modern foreign languages are planned with schools in Milan, Sicily, Bavaria and Romania. These activities have rightly resulted in the school receiving recognition through an international award. There are several other positive examples of the partnership with the secondary school. Lander Road pupils participate in ICT workshops and a science afternoon at the secondary school and drama, music and art teachers from the secondary school contribute to planning and teaching at Lander Road. Students from the secondary school on child development courses work with pupils in Years 1, 2 and 4.
13. The school makes good provision for pupils with special education needs. The special educational needs co-ordinator is hard working and effective in her role. National requirements are met and national guidance is followed carefully. The co-ordinator works well with class teachers in drawing up and monitoring pupils' targets. All pupils have clear targets for literacy and some have numeracy and personal, social or behavioural targets appropriate to their needs and difficulties.
14. The provision for children in the Foundation Stage is good. This enables children to achieve very well. In almost all areas of learning, interesting activities are thoroughly planned. However, access to large play equipment is difficult and the playground lacks markings to stimulate children. These shortcomings restrict children's development in this area of learning.
15. There is a good range of out-of-school activities throughout the year. The school choir sings at the Methodist Mission and other local churches and takes part in a musical production. Pupils play chess, learn dancing and cookery and consolidate their computer skills in out-of-school clubs. Tuition in Spanish is offered to pupils in Years 1 and 2 and to parents. The school places great importance on developing pupils' reading and writing skills through out-of-school activities, such as the writing and reading clubs and the 'Families and School Together' library. Although football is the only out-of-school sporting activity in the autumn term, this includes the work of a qualified Football Association coach with pupils in Year 6. Visiting orchestras, a drummer and an Indian dancer develop pupils' cultural interests and pupils take part in a local dance festival.

## Care, guidance and support

Care was previously found to be good and the school continues to provide a caring and secure environment for all pupils, making them feel safe and valued. Support, advice and guidance are good and the school seeks pupils' views satisfactorily.

## Main strengths and weaknesses

- There are effective and caring systems to monitor and ensure the quality of support and guidance pupils receive.
- The implementation of systems to monitor and investigate absences could be more effective.

## Commentary

16. Pupils receive good support and guidance, which ensures they learn in a confident and well-motivated manner. The school enables pupils to develop physically and emotionally and to learn in a more trusting, considerate and responsible manner as citizens of the school community. The breakfast club is an integral part of the school community and contributes significantly to

the well-being of those pupils who use it. It is managed by a very caring and friendly group of volunteer parents led by the school cook and provides a focal point for pupils to meet before school, share a meal and enjoy recreational activities. This personal support is complemented by the satisfactory provision for health and safety and the good arrangements for child protection, which ensure the security and welfare of all learners.

17. The personal development of pupils is good. This is due to the staff providing a caring and stimulating environment in which pupils feel secure, valued and confident and are encouraged to participate in a wide range of activities. Staff listen to pupils' concerns and work in a constructive and purposeful manner to celebrate pupils' achievements and resolve problems. This leads to a very supportive community in which pupils know they are valued and included. Pupils who need to talk about problems are confident in seeking the guidance and support of classroom staff, members of the senior management team or the educational welfare officer, who are all readily available.
18. Parents and pupils do not consistently inform the school about the reasons for absences. This ineffective action explains why the level of unauthorised absences is still high.

### **Partnership with parents, other schools and the community**

The school continues to enjoy the productive relationships with other schools and the wider community as previously reported. There are satisfactory links with parents overall and good ones with those who actively support the school.

### **Main strengths and weaknesses**

- Most parents who attended the pre-inspection meeting and returned questionnaires perceive the school in a positive light.
- Good links with the local community extend pupils' understanding of the wider world although its diversity is not always capitalized on to best advantage.
- The school has good links with other schools and educational institutions both locally and further afield.

### **Commentary**

19. Parents have rightly reported that the school values its wider community and sustains a secure partnership. Teaching and learning are strengthened by these links. For example, there are very close ties with a local church, a synagogue, the police and the fire service. The school's partnership is complemented by visitors, such as an Indian classical dancer. She promoted aspects of Indian music, dance and language and helped the school community to celebrate and value diverse cultures, as well as to ensure effective community relations. The effective involvement with the community enables the pupils to develop educationally, spiritually, socially and emotionally and to learn in a more informed and responsible manner. The school could usefully extend its existing good practice to promote greater multi-cultural awareness and promote good race relations.
20. The school works closely with other schools to promote care and support for the community. Lander Road and the neighbouring Roman Catholic primary school recently raised a significant amount of money to purchase a mini-bus, which put to good use by both schools to transport members of the school community on school business. This is not only for educational visits. For example, the transport of pupils with a history of poor punctuality now ensures they arrive on time. This arrangement helps to improve attendance and timekeeping, which in turn supports learning.
21. Parents and governors are actively encouraged to come into school and support learning in the classrooms and around the school. Some parents are keen to support teaching and learning and do so in a variety of ways, for example, hearing children read and helping with educational

visits, cooking classes and after-school clubs. Another feature of this good practice is the Parents Teachers Association, which is managed by a very hard working group of parents and friends of the school. They raise a significant amount of money for learning resources. Parents, staff, governors and the wider community work well in partnership. Parents are successfully being encouraged to take more ownership of the school and their child's learning.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is good. Governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher and the deputy headteacher have a very clear vision for the future development of the school and for improving educational provision.
- The role of subject leader is satisfactory overall, and sometimes good, but could be better overall.
- The Governing Body offer very effective support and challenge to the staff.

### **Commentary**

22. The headteacher and the deputy headteacher together provide very strong and purposeful leadership. They share their high aspirations for the school and its development with staff, governors and parents so that everyone has a clear understanding of how the school should improve. Roles and responsibilities have been reorganised and all staff, including classroom support staff and administrative staff, are engaged in a wide range of continuing professional development activities. The bursar is a highly skilled practitioner who has a very good knowledge of all financial matters and is an important member of the senior management team. Strategic planning reflects the school's goals very well. As a result of careful analysis of test results, the school has correctly placed a high focus on the improvement of writing, with particular emphasis on boys who sometimes do not perform as well as girls.
23. The headteacher is encouraging staff to form leadership teams. This is an innovative approach but it is at an early stage of implementation and development and it is too early to judge its effectiveness. Leadership and management of English, ICT and provision for pupils with special educational needs are good. In mathematics and science, leadership and management are just satisfactory. There is a strong and enthusiastic team in the Foundation Stage but the lack of an individual who is the team leader means that there are some inconsistencies in teachers' planning and use of assessment information.
24. The school is responsive to new initiatives. Students on teaching practice placements are welcomed and supported well. The newly qualified teachers are very happy in the school and are receiving a good induction programme. A Spanish teacher takes lessons weekly in that language and there are very good arrangements for Spanish to be taught to all classes.
25. Governance of the school is very good. This is a significant improvement since the previous inspection. Governors fulfil their statutory responsibilities and have a very clear picture of the school's strengths and weaknesses. They are actively involved in the life of the school and all governors are assigned to a specific year group and follow the progress of that group of children as they move through the school. Governors support the school very well and continually challenge the school in their desire to see improvement. Financial planning is closely linked to the priorities of the school improvement plan. Governors have a very clear understanding of the budget setting and planning process and ensure procedures are followed well.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	650,124
Total expenditure	679,800
Expenditure per pupil	2676

Balances (£)	
Balance from previous year	72,113
Balance carried forward to the next	42,437

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

26. The quality of provision in the Foundation Stage is very good overall and in four of the six areas of learning. This is because the teachers and nursery nurses work very well together as a team. They respect each other's contributions and know the needs of the children very well. However, there is no one person with responsibility for the Foundation Stage to give a lead, for example, in improving the use of outdoor areas and large play equipment. Children join the nursery in the term when they are three. Arrangements to introduce children into school, which include a well-planned home visit, are good. Attainment on entry is well below the national expectation. Despite this unpromising start, most children, including those with special educational needs, achieve very well because teaching and learning are good overall and they are often very good. A good ratio of adults to children enables children to work and play in small groups. The nursery nurses are well qualified and play an important role in the education of the children. They work very well as a cohesive team with teachers, carefully monitoring each child's progress through regular and on-going assessment. Most children reach the standards expected by the end of the reception year.
27. Facilities for outdoor provision restrict the range of experiences open to children. The play areas for the reception classes are devoid of markings that children can use imaginatively in their play and to develop counting and spelling skills. There are markings outside the nursery class but the area is too small for larger numbers of children to use. In addition, the adequate supply of large wheeled toys and climbing boxes are not easily accessible because they are locked away. This reduces the choices children can make in developing their physical and creative skills.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Most of the children achieve the standards expected for their age by the end of the reception year.
- Children show high levels of interest in the activities provided. They learn how to work and play together because adults are good caring role models.
- In valuing what they do, staff give children a strong sense of their own worth.

#### **Commentary**

28. Children work very well with staff and independently because they are provided with a good range of interesting activities to choose from. They show good levels of confidence when speaking to adults or the whole class because staff respond to their ideas and suggestions with encouragement and praise. They welcome visitors and include them in their activities. For example, nursery children made modelling clay 'cakes' for their guests. Class assemblies are used well to reinforce positive thoughts, for example, about friendship. These positive attitudes were demonstrated when reception children willingly offered their toy bear to be a friend to a lonely bear in a story.
29. Staff set clear and consistent rules and children conform well. Behaviour is very good and staff are very good role models, interacting very well with children as they play. This encouragement helps children to concentrate well on their activities, even when not directly supervised. Children who have just started school in the nursery already know the routines well and settle to tasks with a minimum of fuss.



30. Children are learning to care about themselves and each other. They take turns at activities such as playing in the sand tray and making sandwiches for the Teddy Bears' Picnic. They clear up after themselves and most are able to dress themselves without help. Staff praise and congratulate children often, encouraging them with applause and stickers for good work and behaviour. Children learn well because of the continuous caring approach of staff. This leads to trusting relationships.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good emphasis is given to speaking and listening skills.
- Children learn well because staff adopt a systematic approach to teaching basic reading and writing skills through a range of practical activities.

### **Commentary**

31. Indications are that the majority of children will reach the expected level by the end of the school year. Staff place strong emphasis on the acquisition of new vocabulary and speaking and listening skills. Reception children learn words describing actions in physical education lessons such as freeze, wriggle and stretch. Nursery children gave opinions about pictures from the book, 'Little Bear's Holiday', when the teacher asked them, 'How do you know she is somewhere hot?' Reception children develop good speaking and listening skills when they respond to the teachers' questions about toys. Although a small number of children speak indistinctly, they are keen to take part because teachers make lessons fun, for example, allowing children to go out to play when they can give an alliterative phrase containing their name.
32. Children enjoy books and listen attentively when a story is read to them. However, not many children pick up books voluntarily when they can choose activities. Children make good progress with reading because staff concentrate on teaching them the letter sounds. Nursery children enjoyed lining up when the sound for their name was called out and recognised letters such as 's' when completing the weather chart. More able and average ability children in the reception classes use letter sounds and clues from pictures to help them read new words. They know that print has meaning and is read from left to right. Children are learning to write. They express ideas through drawings and short phrases. They write recognisable letters and words. More able children in the reception classes are beginning to write in sentences, sometimes using full stops and capital letters.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teachers place good emphasis on number activities.
- Children learn well because teachers match work well to children's abilities and make it challenging. Consequently, most of the children achieve the standards expected for their age by the end of the reception year.

### **Commentary**

33. Teachers explain work carefully to children and plan a good range of practical activities. Staff work with them in small groups to make sure that each child achieves as much as possible. Teachers take opportunities to emphasise mathematics in all situations. In the nursery, for example, children counted the number of objects in a picture in their storybook. The staff sing number songs with children and use registration time to let children work out how many boys and girls are present. There are many attractive displays in classrooms reinforcing work with numbers.
34. Teachers use assessment very well to match work to children's needs. They target questions at individual children so that children are made to think hard but have a chance to succeed. All children enjoyed the challenge of standing on the 'hot spot' and counting backwards from ten. More able children counted from 20. Comments such as, "This is really difficult. I don't think you will get it," only made children more determined to succeed. Children learn well because teachers plan very good activities, for example using a group of five children to show how simple calculations can be set down, for example  $3+2=5$ . Children complete computer programs with work tailored to their individual needs to consolidate their learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There is a good range of activities.
- The hands-on approach to learning ensures that children make good progress and most of them achieve the standards expected for their age by the end of the reception year.

### **Commentary**

35. Children achieve very well because there is a good range of activities on offer. In the nursery class children play with damp sand and see how it holds its shape. They learn that they have to squeeze modelling clay to warm it up to make it easier to use. Children learn about the weather when they complete a daily chart. Teachers provide good opportunities to find out about everyday objects made of wood. Children were fascinated to see how the lens of a kaleidoscope created patterns. In water play, reception children experimented with objects to find out which would sink or float and explained why this happened. They learn about different types of materials such as wood, plastic and fabric. When handling toys some children speculated about what the filling might be, suggesting that soft toys could contain cotton wool. Preparations for the Teddy Bears' Picnic showed children what was needed and how to make sandwiches using vegetable spread and jam. Children are given good opportunities to develop computer skills. Nursery children use the mouse and arrow keys to move objects about the screen. Reception children draw with art programs and answer mathematical questions.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide structured activities to develop physical skills.
- The lack of playground markings and difficult access to large equipment restrict chances for development. Nevertheless, most of the children achieve the standards expected for their age by the end of the reception year.

### **Commentary**

36. Children move confidently around the hall and are enthusiastic in games lessons. They run, jump, stretch and wriggle and 'freeze' when commanded to, showing good control of their bodies and awareness of other children. Children suggest different ways of passing a ball to their partner, such as kicking, throwing, rolling and bouncing. They develop their fine finger skills by controlling pencils, brushes and the computer mouse. They make sandwiches using a knife, vegetable spread and jam. They manipulate and roll out modelling clay. All children know they have to wash their hands and when to do it. Most of the children dress themselves when changing for games and after going to the toilet, although a few need help with buttons. The lack of easy access to tricycles, climbing apparatus and the lack of playground markings restricts children's development through outdoor play.

## **CREATIVE DEVELOPMENT**

37. Insufficient evidence was collected in the time available to make reliable judgements about provision and achievement in creative development. Children played imaginatively in twos and threes in the bear's cave and the moon area. They used plastic construction kits to build small cars. In the nursery, children rolled out modelling clay and cut it into cakes, which they shared with their friends and adults.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH and SPANISH**

English was inspected in full and is reported on below. It is not possible to make a reliable judgement on the quality of provision in **Spanish**. It was only possible to see one lesson, in which teaching and learning were good, and it was not possible to have formal discussions with staff or examine any school documentation or pupils' books. However, informal discussions with pupils, and examination of displays around the school, show that learning Spanish has a very positive impact on pupils by promoting their interest in foreign languages and other cultures. This is clearly an important additional element of the school's curriculum.

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Lesson planning is thorough.
- Insufficient importance is attached to the use of assessment.
- Opportunities to use language and literacy skills across the curriculum are good.

#### **Commentary**

38. Standards have improved since the previous inspection. Attainment at the end of Year 2 is below the national average but in line with expectations for similar schools. Tests results in 2003 show that at the end of Year 6, the proportion of pupils who reached the higher than expected Level 5 was above average. There was also a significant number of pupils who attained the lower than expected Level 3, showing a very wide span of attainment. This year's results are likely to show a lower number of pupils achieving the higher level. This is mainly due to the smaller proportion of girls in the current Year 6.
39. Staff are aware that boys are not reaching the same standards as girls in reading and particularly writing. The purchase of many new books has provided all pupils with lively and interesting stories to encourage good reading habits. Different texts are used well in shared reading sessions to help pupils gain skills of scanning the text quickly for key information as well as reading for enjoyment. Year 2 pupils develop satisfactory skills to use an index and a

glossary when looking for information and discover the meaning of new words, such as camouflage. Good arrangements exist for less able pupils to attend booster sessions, in which support assistants provide a valuable contribution to their learning.

40. Most pupils enter school with poor language skills. Staff plan diligently for pupils in Years 1 and 2 to be involved in role-play activities that build on their very good progress in the nursery and reception classes and encourage them to listen carefully and speak more clearly and confidently. The very good opportunities provided for discussion are successful throughout the school in promoting both language and social skills. All teachers are skilful in the technique of asking questions which promote the development of pupils' vocabulary well. In a very good Years 1 and 2 lesson, pupils readily discussed how the Rainbow Fish rescued the 'fish with jagged fins' from the 'jaws of a shark'. Year 4 pupils expressed feelings of anxiety and guilt when considering how a given dilemma could be resolved.
41. The high focus the school places on writing skills is helping pupils to become more confident writers. Teachers emphasise the importance of using descriptive language in persuasive writing. Consequently, pupils in Year 6 have a good understanding of how to produce an eye-catching leaflet to promote awareness of the attractions of 'an amazing sea world'. All pupils are set weekly spelling and writing tasks for homework.
42. Teaching and learning are consistently good and all pupils, including those with special educational needs, achieve well in relation to their starting levels. Lesson plans are detailed and pupils are clear about what they are to learn and how they may improve. Time is used to good effect and pupils concentrate well. Teachers value pupils' responses and as a result pupils' confidence in their own learning is increased. Sometimes teachers' handwriting does not provide a good model for pupils.
43. Leadership and management are good. The subject leader uses her considerable expertise well to support colleagues and to ensure there is a wide coverage of the curriculum. She regularly monitors and supports teachers and demonstrates good practice to colleagues. Test results are analysed and this information is used well to target those areas where weaknesses are found. However, insufficient emphasis is placed on rigorous and regular assessment to inform teachers of pupils' progress throughout the year.

### **Language and literacy across the curriculum**

44. Good use is made of ICT to support literacy, especially when drafting work and searching for information. In all subjects teachers promote good speaking and listening skills through careful questioning and discussion, enabling pupils to become confident in debate. Pupils are taught to record their findings in a very organised way in subjects such as history, geography and science. Information surrounding work on display shows very good attention is given to the value of the use of clear labelling in a wide variety of work and prompts pupils to read to improve their understanding of a variety of topics. Library facilities have improved since the previous inspection and good use is made of reference books in other areas of the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well and standards are well above average in comparison with similar schools.
- Good teaching successfully motivates pupils and they work hard.
- There is no real sense of drive in the leadership.

#### **Commentary**

45. Pupils achieve well in relation to their prior attainment and capabilities throughout the school. Standards at the end of Year 2 and Year 6 were well above average compared with similar schools in three of the last four years and above average in the fourth year. They have been, and currently remain, average in comparison with all schools nationally. Nearly a quarter of the pupils in the current Year 6 have significant special educational needs but a similar number have the potential to exceed the expected level for this age. All pupils in this year group have completed a good amount and range of work and the quality of their presentation is good despite the weakness in writing in the school. Mathematics has been a high priority in the school improvement plan for at least three years and much attention has been given to staff training and developing learning resources. This has had a positive impact on pupils' learning and achievement.
46. Teaching and learning are good. Teachers have good knowledge of the subject and pupils' needs. Pupils are grouped by ability in all classes and tasks are set that are matched well to the aptitudes of the different groups. Pupils respond well during the whole class sessions when there is a focus on mental activities. For example, in a Year 5 lesson all pupils used a small whiteboard to answer the teacher's questions about percentages and fractions. They were very keen to succeed and all correctly converted '25%', '50%' and '75%' to fractions, almost all correctly recorded the answer to the question, 'What is 50% of £2.50?' In all lessons, the work is suitably challenging to the pupils and their good level of interest means that they get on with individual tasks with a sense of purpose and work hard. Relationships between pupils and adults and behaviour are good. However, in several lessons the quality of teachers' presentations and atmosphere for learning lacked the excitement and humour of the best lessons.
47. Leadership and management are satisfactory. The headteacher has recently deployed a second teacher to work in a supporting role with the co-ordinator who has had this responsibility for three years. This action was taken to gain a better view of provision throughout the school but has not yet had the desired effect. The co-ordinator has a good knowledge and understanding of the curriculum and standards in Year 6. He has undertaken a few classroom observations in the last eighteen months and he has examined pupils' work and teachers' planning two or three times in every class this year. This has led to a well-chosen focus on problem solving. However, he does not have a clear enough view of standards throughout the school, particularly in Year 2. The quality of ongoing assessment and individual target setting is inconsistent and too reliant on individual teachers.

### **Mathematics across the curriculum**

48. Good links with mathematics are included in teachers' planning for all other subjects. These effectively reinforce and extend pupils' numeracy skills. In science, Year 6 pupils measure, record and analyse experimental data well. There are many examples of good work on data-handling using ICT. In geography mathematical skills are reinforced through work on co-ordinates, altitude, compass directions and other tasks involving measurement. However, the small amount of design and technology work seen did not show significant links with mathematics.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are well above average compared with similar schools.
- Teachers encourage good scientific practices and stimulate pupils to learn through the use of investigations.
- The organisation, range and quality of recorded work are good.
- Leadership of the subject is not as effective as it could be.



## Commentary

49. Since the previous inspection, standards overall in Years 2 and 6 have remained unchanged and are below average compared with all schools nationally. When compared to similar schools, standards in the 2003 national tests were well above average. Given the range of abilities of the pupils currently in Year 6, and the high percentage working at below average levels, standards are not expected to rise in the 2004 national tests and the comparison with similar schools could fall. From well below average attainment on entry to school, pupils, including those with special educational needs, achieve well.
50. The quality of teaching and learning has improved since the previous inspection and is now good overall. A notable feature is the amount of investigations that pupils carry out. For example, pupils in Year 6 set up an investigation to measure the rate at which water evaporates. In this investigation, pupils reinforced their understanding of how to conduct a fair test, by keeping the amount of water used constant and controlling the temperature while varying the surface area of the water. The greater use of investigations is an improvement since the previous inspection. Pupils are encouraged to predict what will happen and this encourages them to think carefully about what they are doing and develop greater understanding of scientific ideas. In a Year 1 and 2 lesson about push and pull forces many pupils made substantial gains in their understanding and, for example, one pupil explained how, 'you pull with your hands and push with your feet when climbing'.
51. Teachers cover a good range of topics and expect pupils to record their work in a variety of ways. Pupils produce drawings with clear labels and write at length about what they have observed. They use their mathematical skills well to take readings and produce graphs. Pupils' work is usually neat and well presented. Teachers are increasingly using ICT to support learning in their science lessons. In Years 5 and 6, the teacher demonstrated the structure of a sponge, using a digital microscope. However, all teachers are not yet fully confident in using the equipment. Equipment used to measure pulse rates with Year 6 pupils did not work correctly and served to confuse rather than enlighten pupils. These pupils measured the effect of exercise on their bodies by taking their own pulse rates. In another investigation, pupils accurately recorded temperatures over a period of time, noting their results in table form. They examined the results and explained an unexpected record as a careless reading of the thermometer. Pupils do not always complete the writing up of their investigations and experiments and their learning is not reinforced.
52. The management of the subject is satisfactory. The subject leader ensures that there are sufficient materials available for teachers and pupils to use. New equipment has been obtained to enable greater use to be made of ICT by pupils to sense and monitor the world around them. A new policy has been written and is shortly to be presented to the governors. However, the leadership of the subject is unsatisfactory. The subject leader provides teachers with planning which shows what is to be taught over a two-year period. He does not see samples of teachers' weekly planning and systems are not in place to allow him to check teaching and learning frequently enough. Consequently, the subject co-ordinator does not have a clear idea of how well science is taught throughout the school. He does not check the quality of pupils' work often enough, although class teachers carry out assessments at the end of each topic. This means that the subject leader does not have a clear understanding of standards in all age groups.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## **Main strengths and weaknesses**

- Pupils achieve well throughout the school and this is a significant improvement since the last inspection.
- Pupils learn well because lessons are planned well and activities are stimulating. Consequently, pupils are highly motivated and very interested.

## **Commentary**

53. There has been very good improvement since the previous inspection. The previous report found that pupils in Years 1 and 2 made satisfactory progress and achieved standards in line with expectations but pupils in Years 3 to 6 made unsatisfactory progress and their attainment was below expectations. Although no judgement was given on the quality of teaching overall, the previous report was particularly critical of gaps in the teaching of different elements of the National Curriculum programmes of study. Standards are now broadly average throughout the school and all pupils achieve well in relation to their prior learning and capabilities. A good quality display in the ICT suite shows good progression in the acquisition of knowledge and skills from Year 1 to Year 6.
54. Throughout the school, pupils have individual folders with collections of work and self-assessment sheets. Year 6 pupils have completed a good amount of work ranging in quality from satisfactory to very good. This includes several very good examples of pupils word-processing long stories and detailed reports of school trips, satisfactory use of the Internet for research and good multi-media presentations using moving graphics and text. It is particularly note-worthy that many pupils have used the computer to record their work in Spanish. Pupils have also designed classrooms and produced a range of graphs, including quite complex line graphs. Pupils in Year 2 have completed a range of work including word-processing, collecting data and using the computer to produce a simple graph, and writing instructions for a programmable device. They have all compiled good lists of toys that have switches and several more able pupils have word-processed a very good list of instructions entitled, 'How to grow a chestnut tree'.
55. Teaching and learning are good. Teachers have good knowledge and understanding of the subject and their pupils. They plan lessons well. In all of the lessons seen the introductions were very good. The teachers checked what pupils remembered from last time, introduced the lesson content clearly, taught new knowledge and skills very well and involved pupils very effectively in discussion. Year 4 pupils had some difficulty understanding the difference between continuous and discreet information but they were all highly motivated and responded instantly to their teachers' instructions. During a very good Year 3 lesson, all pupils became totally engrossed in their learning and only sought help when they came to the end of each task.
56. Leadership and management are good. The co-ordinator has successfully overseen the provision of an ICT suite about four years ago and led other developments in staff training and resources, which are good, since the previous inspection. Every class has its own computer linked to the Internet, two classrooms have interactive whiteboards and other teachers use laptop computers and projectors for whole class discussions. The co-ordinator uses national guidance to plan the teaching of key ICT skills throughout the school and provides teachers with evaluation sheets for each unit of work. The recently introduced pupil self-assessment sheets are beginning to be used to good effect.

## **Information and communication technology across the curriculum**

57. Good links are made with other subjects, particularly literacy and numeracy. In a Years 1 and 2 lesson pupils' literacy and numeracy skills were effectively consolidated and extended when they answered questions and chose from a selection of images to enter information about themselves into a database. Pupils from this class were seen throughout the inspection developing reading, writing and number skills by following an individualised programme. Similar



examples were found in displays and pupils' folders throughout the school. In addition, ICT is used well in science, geography, history, religious education and Spanish through the pupils word-processing their work, using a multi-media package to create presentations or using the Internet for research. Planning in all subjects includes links with ICT.

## HUMANITIES

Religious education was inspected in full and is reported on below. Geography and history were sampled.

58. In **geography**, no lessons were seen. In **history**, only one lesson was seen, in which the quality of teaching and learning were good. Pupils in Years 5 and 6 joined together and were well supported by a high ratio of adults. They recognised characteristic features of Aztec culture. Pupils were intently engaged in small groups and achieved well. All adults were very clear about the learning intentions for this well planned lesson, which incorporated aspects of history, geography, literacy and ICT skills. Practical and role-play activities and discussions effectively developed all pupils' understanding of key ideas. Pupils know that Aztecs were powerful people who lived in 1500 AD in a region then called Tenochtitlan, which we now call Mexico. Adults questioned pupils well and introduced them to new vocabulary, such as '*nomad*'. Good use was made of an interactive whiteboard and pupils successfully highlighted significant information in the text. There was a very good supply of books and artefacts, which pupils used well to identify the crafts, games played and punishments at the time of the Aztecs. In both subjects, good links are made to other areas of the curriculum.

### Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Good links are made with literacy.

### Commentary

59. Standards at the end of Years 2 and 6 are in line with the expectations of the locally agreed syllabus. Achievement is satisfactory. Teaching and learning are satisfactory. Discussions with pupils, and examination of a selection of their books, show that they have satisfactory knowledge and understanding of the significance of traditions observed by Christians, and by members of other major faiths, for their age. Pupils from Years 1 and 2 visit the local church to learn more about important features of a church building, for example that the minister preaches from the '*pulpit*' and the Bible rests on a '*lectern*'. The ministers from all local churches are frequent visitors to the school and this widens pupils' appreciation of the importance of the church in people's lives. Pupils in Year 5 know that the Bible is a collection of different types of writing written at different times by different authors. They worked well in pairs when searching through 'Good News Bibles' for 'rules' and to locate specific extracts, such as 'The Ten Commandments' in Exodus. Displays and discussions show that pupils in Years 5 and 6 have a satisfactory understanding of the five pillars of Islam and know how faith may be expressed through art. Leadership and management are satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were sampled by examining pupils' work and having discussions with pupils. No lessons were seen.

60. In **art and design**, the work that was seen was generally of a satisfactory quality. Pupils in a Year 1 and 2 class made rubbings of name plates around the school using wax crayons and

low relief representations of buildings out of cardboard. In Year 3, pupils have decorated chairs they have made linked to work about homes. Pupils use different techniques, such as impasto, to make representations of Van Gogh's paintings of sunflowers. Others paint in the style of Klee. Art work is linked to other subjects, such as religious education when pupils paint Islamic prayer mats and personal, social and health education when they make posters about school rules.

61. In **design and technology**, pupils in Year 6 made models of wind generators following a visit to a local wind farm. The standard of construction was satisfactory. Pupils in Years 5 and 6 have designed and made biscuits. In this and other work, for example when they designed shelters, pupils label their drawings to make their intentions clear. In Years 1 and 2, pupils made fruit salad as part of their work on healthy living. In Year 3, pupils designed their own sandwiches. They learnt about the ingredients used and investigated the efficiency of the packaging of sandwiches available in local shops.
62. In **music**, good quality singing and use of music to create a calm atmosphere was noted during assemblies. There are some opportunities for pupils to learn to play a musical instrument, notably a group who are learning to play the trumpet during lunch times. The school employs a visiting teacher, who was not seen, to work with pupils from Year 1 to Year 6. Discussions with Year 6 pupils indicate that they have reasonable opportunities to appraise different types of music and compose their own music. They have created music about a rocket trip to Mars and used a well-known pop song as a basis for a composition of their own. Pupils sing in a school choir at special times, notably Christmas.
63. In **physical education**, a very short section of a Year 5 gymnastics lesson was observed. Pupils were involved in high quality discussions with the teacher and each other about the quality of their performance. A good after-school dance class was judged to have made a good contribution to all aspects of the pupils' spiritual, moral, social and cultural development. Discussions with several Year 6 pupils indicated that the school meets the national requirements for the teaching of swimming and that pupils have at least satisfactory learning opportunities in gymnastics and games.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- The school effectively develops pupils' personal qualities and skills and prepares them well for the next stage of their education.

### **Commentary**

64. Pupils achieve well. Their personal skills develop well because teachers have high expectations of them as they move through the school. There are specific lessons in personal, social and health education and citizenship in all classes. Teaching and learning are good. Lessons are planned well and activities are stimulating and challenging. Residential visits and out of school activities help pupils to learn to get along with others. The school's receipt of the Healthy School Award in 2003 shows its commitment to a healthy lifestyle. This is backed up in science and design and technology lessons when pupils study and design healthy foods. Pupils learn about the use and misuse of drugs and medicines and sex education is taught within the timetable. The anti-bullying policy is implemented to good effect.
65. The British Council International Award recognises the work the school does with other schools in Europe. The teaching of Spanish from Year 2 to Year 6 brings these strong links alive for pupils and enables them to develop a wider understanding of life in other countries. There are good plans to extend this partnership through links with schools in Italy via the Internet. Pupils

become involved in the local community, for example through talks by the local Fire Brigade which used pupils to encourage the distribution of smoke alarms among elderly relatives. The School Council meets to discuss matters that concern pupils in their classes. Inspectors had extensive discussions with members of the School Council and other pupils in all classes. Many pupils demonstrated a good understanding of personal responsibility and how they could contribute to school life and improvement. Assemblies cover a series of themes, such as friendship, and provide a useful vehicle for raising awareness of personal and social issues. The provision is well led and managed by the deputy headteacher.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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