

# INSPECTION REPORT

## **LANGLEY FIRST SCHOOL**

Whitley Bay

LEA area: North Tyneside

Unique reference number: 108591

Headteacher: Mrs J Williams

Lead inspector: Ian Knight

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> October 2003

Inspection number: 256687

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
Number on roll:	333
School address:	Langley Avenue West Monkseaton Whitley Bay
Postcode:	NE25 9DF
Telephone number:	0191 200 8712
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Lenney
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Langley First School is a large first school in the western part of Whitley Bay. The area served by the school is one of socio-economic advantage. Overall, however, attainment on entry to the Nursery is about average. Almost all pupils are of white European origin, with small numbers who are also of Bangladeshi heritage. Very few pupils have English as an additional language and are at the early stages of language acquisition. The proportion of pupils identified as having special educational needs is below average. The proportion of pupils joining or leaving the school other than at the usual times is low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23031	Ian Knight	<i>Lead inspector</i>	
12682	Jim Griffin	<i>Lay inspector</i>	
14842	Stephanie Cook	<i>Team inspector</i>	The Foundation Stage, mathematics, Information and communication technology
22990	Chris Furniss	<i>Team inspector</i>	Geography, history, religious education
14851	Graham Laws	<i>Team inspector</i>	Special educational needs, science, music, physical education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school providing good value for money.** Good teaching, based on a good curriculum, allows pupils to learn and achieve well. This is driven by very good leadership from the headteacher, supported effectively by other staff. A feature of the good management of the school is the use of information from assessments and classroom monitoring to ensure that pupils' progress is maximised.

#### The school's main strengths and weaknesses are:

- The headteacher provides very good personal leadership.
- Pupils achieve well and attain standards well above those expected in English, mathematics and music.
- Teaching is good throughout the school.
- Provision for pupils with special educational needs is very good; they make very good progress.
- Pupils' attitudes and behaviour are very good.
- The school maintains a very good partnership with parents.
- The school is very inclusive, that is, it caters very well for all pupils' needs.
- Time is not always used effectively in the school day.
- The time allowed for non-core subjects is not planned coherently enough: each year group has its own organisation.

The school has made good progress since its last inspection. The key issues have been thoroughly dealt with – standards in writing have improved and are now a strength of the school, the highest attaining pupils are challenged beyond their comfort zone in most lessons, and independent learning is now well advanced. Standards have been consistently high in the intervening period, with significant further improvement in 2003.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	A*	A
writing	A	A	A	A
mathematics	B	A	A*	A

*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 in the school is good.** A grade of A\* in the table above means the school's performance was in the top five per cent of schools nationally. Children enter the Nursery with attainment that is broadly average: when they leave Reception to begin Year 1, standards are above expectations in the key areas of personal, social and emotional development, communication, language and literacy, and mathematical development. Standards are as expected in creative development and physical development. A judgement could not be made in knowledge and understanding of the world. These standards represent good achievement. Pupils make good progress throughout Years 1 and 2 so that standards in Year 2 are well above expectations in reading, writing and mathematics, and achievement is good. This continues in Years 3 and 4. Standards are again well above expectations in English, mathematics and music. Standards are

above expectations in all other subjects except for art and design, and information and communication technology, in which they are as expected. There was insufficient evidence to judge standards in design and technology. These standards indicate that achievement is good. Pupils with special educational needs achieve very well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, progress very well.** Pupils display very good attitudes and behaviour, and attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching and learning are good throughout the school.** Teachers are particularly good at inspiring and challenging pupils. They respond well to this so that teachers' behaviour management is invisible. As a result, pupils work really hard and make good progress in lessons. In some lessons, pace slackens because teachers do not use time rigorously enough when pupils work independently.

The curriculum is good, laying a firm basis for teaching and learning, although there are inconsistencies between year groups. The very positive ethos is fostered by very good care for pupils, their welfare and health and safety. Pupils feel safe and blossom. Very good links with parents ensure the school's values are shared at home.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher provides very good personal leadership, supported effectively by other staff. The school's work is managed well. The work of the governing body is carried out effectively. This quality of leadership has been a major factor in the school's ability to maintain and improve standards since the last inspection.

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

Parents and pupils regard the school as very good. A few parents feel that they do not get enough information about their children's progress. Pupils agree that teachers are fair and that they listen to them.

## **IMPROVEMENTS NEEDED**

**This is an effective school. In this context, the most important things the school should do to improve even further are:**

- Ensure that time in the school day is used as effectively as possible by reviewing the length of lessons and considering how to maintain a rigorous pace throughout every lesson.
- Review how time is used across the year in different year groups with a view to ensuring the distribution of time closely reflects the school's values and aims.

**and, to meet statutory requirements:**

- Ensure that all pupils attend an act of collective worship each day, unless their parents have exercised their right of withdrawal.





## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement throughout the school is good. Boys achieve particularly well in writing. Standards in English, mathematics and music are well above those expected; elsewhere, standards are above expectations, except for art and design and information and communication technology (ICT) in which standards are in line with expectations.

#### Main strengths and weaknesses:

- Children leave Reception with standards above those expected in the key areas of communication, language and literacy, mathematical development and personal, social and emotional development.
- Test results improved markedly in 2003 from an already very good base.
- Standards are high in the core subjects of English, mathematics and science in Years 1 to 4.
- Pupils with special educational needs achieve very well.

#### Commentary

1. Children enter the Nursery with attainment that is in line with that expected nationally. Good teaching, focusing appropriately on personal, social and emotional development, communication, language and literacy, and mathematical development, enables children to make good progress and achieve well, so that their standards exceed the goals set in these areas. They achieve the goals set in the areas of creative development and physical development, entering Year 1 well prepared for the rigours of the National Curriculum.

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

Standards in:	School results	National results
reading	18.6 (17.5)	15.9 (15.8)
writing	17.1 (15.9)	14.8 (14.4)
mathematics	18.8 (17.6)	16.4 (16.5)

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

2. In the table above, one 'point' represents approximately the progress expected in a term. The table shows, for example, that in reading, pupils at Langley First School were over two and a half terms ahead of schools nationally.

3. Test results in reading and mathematics in 2003 showed very high standards, that is, the school was in the top five per cent of schools nationally. Standards in writing were well above average. If the school is compared only to schools with a similar intake, then a similar picture emerges: standards in reading, writing and mathematics were all above average. The school had maintained high standards in tests for some years to 2002 without improving further; in 2003, standards in all the tested areas improved dramatically. The school explains that this sudden improvement came about because of:

- the changed emphasis on writing in the Foundation Stage and in Years 1 and 2,
- regular times for individual reading,
- the use of 'catch up' strategies,
- strong leadership in mathematics,
- movement of staff so that their skills are used to the best advantage.

4. The inspection team found that these factors did influence standards positively. In addition, the use of 'emergent writing', in which pupils are encouraged to make marks at an early stage and gradually move towards formal writing, has had the pleasant knock-on effect of improving boys' confidence and they are doing particularly well when compared to boys nationally. There are no national tests in the other core subject of science, but teachers' own assessments indicate that all pupils gained at least the expected Level 2, which is well above the national average proportion, and the proportion gaining the higher Level 3 was similarly well above average. If the comparison is restricted only to those schools with a similar intake, then the proportion gaining at least the expected Level 2 is above average, but the proportion gaining the higher Level 3 is well above average.
5. As a first school, pupils at Langley First leave in Year 4 before the National Curriculum tests in Year 6. However, the school uses nationally published tests in English and mathematics to track pupils' standards through Year 3 and 4. The results in 2003 for pupils in Year 4 were impressive. In reading, over three-quarters of pupils made at least the expected gains of six 'points', whilst in mathematics over ninety per cent did so. Indeed, one pupil in seven gained ten points in mathematics, cramming over three years of progress into two. In writing, the gains were less marked. The school explains that these pupils did not have the benefit of the emergent writing scheme, and this explanation is confirmed by observation.
6. Test results can tell only part of the story, however. They relate only to a few subjects and pupils. They also cannot differentiate between *attainment* – standards in tests – and *achievement* – the extent to which pupils are really doing as well as they can, given their background and past experiences. Inspection findings can fill some of these gaps.
7. Inspection evidence also shows a rosy picture of standards and achievement. Pupils have only just entered Year 2 and have several months of learning to complete before the tests next May, but already their standards are well above expectations in English and mathematics, and above expectations in science. Standards in all other subjects are above expectations except for art and design and ICT, which are in line with expectations. A secure judgement was not possible in music. Standards in ICT are improving, but not all classes have enough time in the computer suite, which is also small. Plans are well advanced to improve this by providing a secondary suite in another small room until a single larger suite can be completed. These pupils entered Year 1 with attainment that was above expectations in the key areas and have enjoyed further good teaching. They have made good progress to attain even higher standards in Year 2 and this represents good achievement.
8. Pupils in Year 4 have similarly only just commenced that year, but already their standards in English, mathematics and music are well above expectations. Standards in all other subjects are above expectations except for art and design, and ICT. A secure judgement was not possible in design and technology. When these results are considered in the light of these pupils' previous attainment and the challenge they meet in lessons, then it is clear that this also represents good achievement.
9. Pupils with special educational needs make very good progress. Improvements in all areas of learning are evident. When pupils are withdrawn for extra practice with speech and language, their gains are particularly impressive. Selected pupils also benefit from the individual attention they receive in reading and writing. Achievement overall is very good. Almost all pupils regularly attain national average levels by the end of Year 2. Gifted and talented pupils achieve well overall because of the well-planned tasks they carry out in lessons that stretch them beyond their comfort zone. The very small number of pupils with English as an additional language have made very good progress because of the individual attention that they receive, which allows them to consolidate their understanding of English, and other subjects, effectively.

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

Levels of pupil attendance at the school are above average and punctuality is good. Pupils' attitudes and behaviour are very good. The personal and social development of pupils is very good and their spiritual, moral and cultural development are good.

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

- Pupils are very enthusiastic about the school and have very positive attitudes to learning and to the range of activities offered.
- Behaviour is consistently very good throughout the school.
- Relationships are very positive and pupils show great respect for others.
- Pupils' social and personal development are very good.
- Teachers do not regularly plan ways of developing pupils' spiritual, moral, social and cultural awareness in lessons.

### **Commentary**

10. Pupils enjoy school and are enthusiastic about coming. In most cases, they show similar enthusiasm for their work. In lessons, even when the pace flags a little, they invariably keep on task, wanting to do well. During class discussions, lots of hands shoot up to answer questions because pupils are involved in their learning.

11. Pupils also show an awareness of the need for good behaviour. This was seen in a Year 2 religious education lesson where pupils were discussing, very sensibly, the need for a code of behaviour when going on a planned visit to a synagogue. They knew the difference between right and wrong, and talked about the need to respect other people's feelings and beliefs. This was obviously important to them. There have been no recent exclusions.

12. Pupils want to use their own initiative and the school gives them opportunities to do this. The members of the wildlife club, for example, are keen to help maintain the school grounds and keep them tidy, and they have a rota of pupils who go round at lunch times and pick up the litter. The school is seeking to achieve the 'Healthy Schools Award' again this year, and the Year 3 class assembly in front of the whole school and around fifty parents and carers demonstrated that a lot of effort has gone into this. The maturity, confidence and assurance shown by the pupils who performed the whole assembly on their own was impressive.

13. Pupils are very positive about the school. There are few examples of challenging behaviour in lessons and, although some pupils are a little noisy or run down the corridors at play times, they are never unruly. Pupils spoken to say that there is little poor behaviour and none could think of examples of bullying.

14. Pupils with special educational needs blend smoothly into all aspects of school life. Many participate actively in the wide range of extra-curricular activities. Only a small minority need special targets related to behaviour. Teachers know how to deal with the short attention span of these pupils. For their part, pupils know the rules and recognise that their teachers have high expectations of them, to which they readily respond.

15. The school has a varied programme of visits and visitors to broaden pupils' awareness. Pupils are also keen to help others and have been involved in raising money for a range of charities. They go out to sing for elderly people and are involved with other schools in singing for the community at the City Hall. They have harvest celebration assemblies to which parents are invited. Pupils are involved in a variety of activities, such as a multi-cultural day, a Chinese New Year Day and World Book Day, and these contribute to the very positive ethos in the school.

16. Other good examples of pupils' cultural and spiritual development were seen, such as their poetry, their accounts of traditional stories from Africa, the rich musical input and the displays about Jesus and some of His stories. However, at present, teachers do not regularly think about how they can extend and enrich pupils' spiritual and cultural awareness in lessons.

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

Authorised absence		Unauthorised absence	
School data	4.4	School data	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.*

17. Current attendance figures are better than the national average, with no examples of any unauthorised absences.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. Teaching is good, and, as a consequence, pupils learn and achieve well. The good teaching is supported by the school's good curriculum. Pupils are cared for very well. The school values their views and acts on them as appropriate. The school maintains very good links with parents, and links with other schools and the community in general are good.

**Teaching and learning**

Throughout the school, teaching is good. As a result of this, pupils learn well.

**Main strengths and weaknesses:**

- Teachers have a good knowledge of the subjects they teach and of the needs of young learners.
- Teachers engage and encourage their pupils very well through challenging questioning linked to each pupil's own capability.
- Pupils are challenged to work hard, especially in Years 3 and 4.
- Teachers' high expectations of behaviour and work rate are understood by pupils, who work hard and productively.
- Teaching assistants provide good support to both teachers and pupils.
- Assessment is used well to make sure that the tasks set closely match pupils' needs.
- The teaching of pupils with special educational needs is good.
- The pace of some lessons is more steady, because the lesson is too long or time targets are not set for tasks.
- Pupils with special needs are not always aware of their individual targets.

**Commentary**

**Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (20%)	23 (58%)	9 (23%)	0 (0%)	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.*

18. Pupils achieve well in the school because of good teaching that takes account of their individual needs.

19. Teaching in the Foundation Stage is good. Children arrive in the Nursery with attainment that is about average, and leave Reception with attainment that exceeds that expected in the key areas of personal, social and emotional development, communication, language and literacy, and mathematical development. From the very beginning, teachers and other adults help children to understand the norms of good behaviour and other social etiquette, with the effect that children show very good attitudes to work and behave very well. Children's developing communication skills are nurtured by staff who listen closely to children and then extend their vocabulary through focused questions. Emergent writing is a feature of the Foundation Stage, with opportunities for children to 'write' in a variety of settings and for a number of purposes. As a result, children are confident writers who enjoy the work and read back their 'writing' with evident enjoyment. The good questioning skills of all the adults also come to the fore in the good teaching of mathematical development as they seize opportunities to discuss number relationships. Thorough records are kept of children's progress, but this information does not always find its way into the planning of how *all* the areas of learning will be taught.

20. Good teaching continues throughout Years 1 to 4. Teachers have a good knowledge of their subjects. This was particularly evident in a music lesson for pupils in Year 4, in which the teacher's expert knowledge and high expectations combined harmoniously in a challenging lesson, hugely enjoyed by all. High expectations of what pupils might achieve are a feature of many lessons. The good use of assessment information, both formal and informal, leads teachers, especially in Years 3 and 4, to plan effectively for the needs of individuals, thus maximising their progress. Clear explanations supported by focused questioning ensure that pupils are clear about what they are to achieve. Individual targets for improvement are used effectively to ensure that pupils know how well they are doing. Teaching assistants support groups of children well as they work individually. As a result, pupils work very hard and complete plenty of work, even when not directly supervised by a teacher or other adult. However, teachers rarely set rigorous time targets for the completion of tasks in these segments of lessons, so that the pace can become steady rather than brisk. This is compounded by the length of some lessons, which expand to fit the time available.

21. Teaching and learning were judged very good in science and good in English, mathematics, ICT, music, physical education and religious education. There was insufficient evidence to form a view on teaching and learning in geography and history. Teaching assistants address the precise targets in the individual plans of pupils with special educational needs well. Sometimes they help with groups in class and sometimes they withdraw groups for specific help. The school has decided that these assistants should not be in lessons when the teacher is talking to the whole class. This is understandable, since all teachers use a good range of questions to involve pupils of all abilities. Nevertheless, there are occasions when individual pupils are unsure, and do not have direct access to personal support.

22. The quality of teaching when pupils with special educational needs are withdrawn is always at least good. Sessions have pace and focus. Substantial progress results from consistent challenge. Assessments provide staff with detailed guidance about progress. However, pupils are generally unaware of their own targets, even though they are involved in formulating them at review meetings.

23. Pupils who are gifted or talented are catered for well through teachers' careful planning to match tasks to pupils' needs. Similarly, the small number of pupils with English as an additional language have received effective one-to-one support that has enabled them to make very good progress in language acquisition.

## **The curriculum**

24. The curriculum meets pupils' needs well. However, arrangements for collective worship are unsatisfactory because some pupils are withdrawn for extra tuition. Provision for pupils with special educational needs is very good.

## **Main strengths and weaknesses:**

- The school ensures that all pupils have full access to the curriculum.
- The range of extra-curricular activities is extensive.
- Planned opportunities for sustained writing in all subjects are improving standards.
- Timetabling of non-core subjects is not consistent enough. Each year group follows its own pattern.

## **Commentary**

25. The curriculum for children in the Foundation Stage is good. There is a good balance between activities chosen by the children and those directed by adults. Children have many opportunities to explore and experiment with a variety of materials and equipment, and many of the activities are based on first hand experience.

26. Schemes of work in all subjects are fully in place in Years 1 to 4. Teachers ensure that these are tailored to the needs of the pupils. The structured planning of the core curriculum is fundamentally important in the high attainment and impressive achievement evident throughout the school. However, provision in the other subjects is less coherent. Cross-curricular elements are included, but overall the timetable is too fragmented. Up to three subjects are sometimes timetabled within a one hour block, so there can be long gaps between different parts of the syllabus, or the time allocated is too short for measurable gains in learning to be made.

27. The strong ethos that permeates the school is underpinned by the effective personal, social and health education programme. The school has achieved the 'Healthy School' award.

28. All pupils are valued highly. Pupils with special educational needs are supported very effectively due to the high quality input of a highly committed team of teaching assistants. Specialist equipment is purchased to help pupils with specific problems. For example, teachers use microphones and speakers to help children with hearing impairment. Pupils with particular talents have been identified. Arrangements to develop their expertise are in place, including special booster sessions.

29. The school is very conscious of the need to prepare pupils for the next stage of their education. Links with middle schools are effective. Over the years, numerous pupils have benefited from the strong liaison with the adjacent special school. Pupils with profound difficulties learn alongside their able-bodied peers whenever possible, to the benefit of both.

30. Opportunities for enrichment are extensive. Every day many pupils participate in a wide range of activities. Sport and music feature regularly, as do chess, ICT and drama. During the week of the inspection, more than fifty children attended French lessons after school.

31. Accommodation is very good. Classrooms are light and airy, and enhanced by the stirring quality of display throughout the school. Resources are good in all subject areas. A further computer suite was due to be installed in the week following the inspection. This will be a major boost to standards since ICT is not yet a major feature in many lessons. This is because the current suite can only accommodate half a class, causing further timetabling difficulties.

## **Care, guidance and support**

32. The school cares very well for its pupils. It gives them good support, advice and guidance. There are good measures to involve pupils in the school's work and development, through seeking and acting on their views.

## **Main strengths and weaknesses:**

- The school cares very well for its pupils.
- The support, advice and guidance for pupils is good.
- The views and happiness of pupils are very important to all in the school.

## **Commentary**

33. The policies and practices relating to health and safety and child protection are very well considered and properly carried out. Links with parents and outside agencies, including health and social services, are very good. The headteacher, class teachers and other staff know the pupils very well and recognise their needs. They act quickly if a pupil is unhappy or under pressure, and are careful to make sure new arrivals are helped to settle in. The school staggers admission to the Nursery and Reception classes in the first few weeks and operates a system where children go home for lunch initially. Although these arrangements are satisfactory, the transition to the Reception classes takes too long. Arrangements for transfer to middle schools are secure. Pupils with special educational needs benefit enormously from the conspicuous care provided by a range of adults in the school. A full range of external agencies advises designated staff about these pupils.

34. The support of all pupils' achievement, through monitoring, is frequent, thorough and effectively shared with pupils and parents. This important work is underpinned by good assessment of pupils' achievements, particularly in English and mathematics. Where there are concerns, the headteacher, class teachers and other staff, including those from external agencies, work well with pupils and their parents to identify how the concerns can be overcome. Pupils confirm they get a good idea of how they are progressing academically, and in terms of their personal development, from the 'Stars' system that operates in classes.

35. The school's involvement of pupils in its work is impressive. There is an elected school council, comprising a boy and a girl from each of the Year 2 classes and upwards. They are involved in discussing additional playground equipment and facilities, such as a 'buddy stop', bike stands and a tree house. Discussions in 'circle time' are used well to hear the views of pupils, as well as to contribute to their emotional development. As part of school's 'Healthy School' status, Year 3 pupils have visited other classes and commented on the atmosphere that prevails. The very positive relationships between everyone in the school are striking.

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

There is a very good partnership with parents, which makes a significant contribution to the quality of education provided and the standards achieved. Links with other schools are good. Links with the local community make a good contribution to pupils' development.

## **Main strengths and weaknesses:**

- The partnership with parents is very good.
- The links with other schools are good.
- The links with the community are good.

## **Commentary**

36. The partnership with parents works very well, as school and parents work on the basis that both have key roles in a shared enterprise. The school's key contributions to the successful partnership include:

- \* The quality of materials provided to help support pupils' learning: termly parents' evenings and outlines of the planned curriculum in each subject are key features.
- \* The learning opportunities provided for parents, such as first aid and computer courses.

- \* Listening to the views of parents through annual surveys.
- \* The quick and decisive action taken to address any concerns; led by the headteacher, the school is very responsive to the views of parents.
- \* The very good links with parents of pupils experiencing learning or other difficulties.

Parents' key contributions to the successful partnership include:

- \* Routinely ensuring pupils attend school and contacting school in the event of absence.
- \* Nearly full parental attendance at termly parents' evenings.
- \* High attendance at the biannual class celebration assemblies, where pupils take the assembly for the whole school on themes such as 'healthy living'.
- \* Arranging, through the Friends of Langley School, a series of successful fundraising events: these also contribute to pupils' personal development and the strong sense of community that prevails, as staff, parents and pupils are involved in many of the events.

37. The success of the partnership is reflected in the very positive response to the pre-inspection parents' questionnaire. Only a small minority have any concerns on any of the survey questions. Parents of children in the Foundation Stage feel that staff are approachable and appreciate the 'open door' policy. They are happy with the information they receive before their children start school. Parents of pupils with statements of special educational need are fully involved. Most parents co-operate fully with the school's expectation that homework – particularly reading – will be supported. This contributes significantly to the very good progress achieved by most of these pupils.

38. The school plays its part as a resource for the local community, in terms of use of its field and yard, by a junior football team and the air corps respectively. The holiday club, and before and after school clubs, housed on the site, provide important support for working parents. Public services, such as the police, health and fire services enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a wide range of collections and sponsored events for charity. Before Christmas, pupils regularly sing at the local supermarket and at a home for senior citizens. Their art work is displayed in the adjacent medical centre.

39. The school enjoys good links with the middle schools to which pupils transfer at the end of Year 4. For example, it has recently been part of a Networked Learning Community bid, covering first, middle and high schools, where the schools worked on common approaches to learning how to learn. It takes part in sporting events with other first schools in the area. Close links prevail with the adjacent special school, including some successful joint provision in literacy and numeracy for a small number of pupils from the special school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good, with the headteacher offering very good personal leadership. Other key staff support the headteacher effectively, and their leadership is good. When all levels are taken into account, the management of the school is good. The governing body is effective in its role.

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

- The headteacher provides strong personal leadership that has been the main driving force behind the improvements in standards and achievement reported herein.
- The whole school is committed to the principles of educational inclusion, to the benefit of all in the school community.
- The governing body understands the school's strengths and weaknesses well, and this allows it to challenge and support senior managers effectively.
- The leadership of the school has been very successful in motivating staff and pupils to improve.



- Performance data is analysed closely and the results are used very effectively to improve teaching and learning.
- Governors are not all involved early enough in the creation of the school improvement plan.
- The organisation of the curriculum is not rigorous enough: some lessons are too long, and there is no coherent plan of how different year groups will use the time available.

## Commentary

40. The headteacher has a clear vision of excellence for the school. This is very well articulated to staff and others, who support it effectively. This is translated into the school improvement plan, which is a good plan that should bring about further improvement. It arose from an exercise in which the whole school evaluated its work this year, and the priorities were developed from those findings. However, each area of the school also has an action plan for improvement and these do not sit comfortably together, in that the targets in the whole school plan are not mirrored in the subject plans. In addition, the targets do not obviously address apparent weaknesses in provision. For example, in the 2002 National Curriculum tests for pupils in Year 2, standards in mathematics, whilst perfectly acceptable in themselves, lagged behind those of reading and writing, but there was no explicit target in either the school plan or the mathematics action plan that sought to improve matters. Nevertheless, good management of the school enabled mathematics standards, as well as those in reading and writing, to rise further over the year. This came about because the school's work was effectively monitored and test results were closely analysed. Pupils' progress as they moved through Years 1 and 2, and then Years 3 and 4, was scrutinised and staff changes were made. These changes made better use of individual's particular strengths, so that progress improved and standards rose. Members of the management team provide good role models for other staff through the quality of their teaching as well as in the way they carry out their leadership and management roles.

41. The school is highly committed to inclusion. The very good provision for pupils with special educational needs is one aspect of this, leading to the school accepting a number of pupils with special needs from outside the normal catchment area. The school adjoins a special school: there is close liaison and pupils from the special school are warmly welcomed into English and mathematics lessons without being patronised or over-protected. This link is very effective in broadening the horizons of pupils in both schools and has been very successful.

42. A further management tool that is used effectively to bring about school improvement is the well-organised performance management system. New staff to the school are welcomed and settle quickly. The school hosts graduate teacher trainees and they have nothing but praise for the school and its environment.

43. Strong, enlightened leadership by the headteacher ensures that the co-ordination of special educational needs is very good. Documentation is of high quality and the insistence on early identification often nips problems in the bud. The Foundation Stage co-ordinator provides good leadership and management, effectively monitoring children's progress as they mature and enter Year 1. Leadership and management of mathematics is very good, contributing to the improvements noted. Most other subjects of the curriculum enjoy good leadership and management from their co-ordinators. Curricular time, however, is not always managed as effectively as it might be. The school does not have a coherent plan about what is important in each year that then informs the construction of timetables. Some lessons are too long for young minds and lose some impact, and this has not been noted or addressed as yet.

**Financial information for the year April 2002 to March 2003**

<b>Income and expenditure (£)</b>	
Total income	725,818.96
Total expenditure	714,052.89
Expenditure per pupil	2,144.00

<b>Balances (£)</b>	
Balance from previous year	16,170.00
Balance carried forward to the next	27,930.00

44. The school rightly prides itself on its good budget management. Day to day organisation is slick. The principles of best value are used effectively in the school's planning.

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

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

45. The provision for Nursery and Reception children is good and children achieve well. Work was inspected in detail in personal, social and emotional development, communication, literacy and language, mathematical development, creative development and physical development. It was not possible to make judgements on knowledge and understanding of the world.

46. The teachers, Nursery nurses and classroom assistants work in effective teams in both the Nursery and Reception classes. The teaching is good and the curriculum provides a wide range of challenging and stimulating activities that are well matched to children's needs. The provision is effectively managed, and the children's progress is carefully monitored. Adults are well briefed by teachers, and they ensure that children are well supported individually. Teachers provide a wide variety of experiences, often based on real life situations, combining the different areas of learning carefully within lessons. Classrooms are well organised so children can access equipment and resources themselves. Staff have high expectations of children's behaviour to which children respond positively. The induction processes for new children are satisfactory. However, teachers' planning does not always include what is to be learned in all the areas of learning.

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

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

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

- Standards exceed what is expected for children of the same age.
- Children make good progress in this aspect of their development.
- The teaching is good.
- Children have very good attitudes to their tasks and activities, and behave very well.
- In the Nursery, children are not encouraged enough to tidy up after themselves.

#### **Commentary**

47. The staff ensure that the environment provided and the ethos of the classes help children to quickly learn the correct way to behave and the routines of the classrooms. There are very good opportunities for children to develop self-confidence and extend their relationships. Children with special educational needs are integrated well and receive sensitive, effective support. Children are expected to be responsible, and staff take opportunities to encourage this. Independent play is balanced carefully with whole class sessions and tasks led by adults. This balance ensures that children develop the skills of working in different social groupings. Numerous examples were seen during the inspection where children worked unsupervised for extended periods, behaving sensibly and sharing resources. Nursery children have settled very well into most of the routines of the classroom despite having attended for a short time. However, staff do not always remind children enough to tidy up after themselves before moving on to another activity.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses:

- Children achieve good standards by the time they reach Year 1.
- Children have well-developed skills in speaking and listening.
- The teaching is good.
- Staff put a high emphasis on children writing for themselves, building children's confidence.
- Occasionally, activities last too long.

### Commentary

48. The teachers and other staff work effectively together to provide a range of stimulating activities for children to enjoy. They take every opportunity to develop the children's language skills, often through very good questioning, extending children's answers and by encouraging their observations. Children respond well, particularly in the Reception classes, and are keen to answer. Some have the confidence to come to the front of the class and explain what they have done. All the children listen attentively to the staff in both group and whole class sessions. Children in the Nursery are encouraged to 'have a go' at writing (called 'brave writing' in the school) and learn the sounds letters make. This is built upon in the Reception classes where staff provide good opportunities for writing in other areas of learning such as 'the office' and the 'pretend classroom'. By the time they reach Year 1, children are forming their letters correctly and are enjoying writing simple sentences. Already the older children in Reception recognise and read a few simple words and talk confidently about the pictures in their books. Occasionally in lesson, activities to reinforce the main objective go on for too long and this reduces the gains children could make in other areas of learning.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses:

- By the end of Reception children have a good understanding of numbers.
- The teaching of mathematical development is good.

### Commentary

49. The teachers organise a careful range of opportunities for children to gain confidence in mathematics. Lessons in Reception classes begin with whole class sessions with interesting games that reinforce key skills very well. Teachers often use resources such as puppets and stimulating wall displays to add interest, and which the children love. Staff in all classes are skilled in extending children's understanding of numbers by asking questions in different ways when working with small groups. This means that children have to think deeply and are helped to achieve more. Children's knowledge and understanding of mathematics is built systematically through the year, and by the end of the year children's mathematical knowledge is above what would be expected for children of this age.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. There was insufficient evidence to form a secure judgement in this wide area of learning. There is a well balanced programme of work over each week to tackle the different aspects of this area of learning. Adults encourage children to respond individually to their experiences and support children effectively in understanding their new learning. Children are competent users of the computer. They also willingly talk about the models they have constructed and enjoy their experiences when smelling, feeling and tasting different fruit and vegetables.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses:

- The fixed outdoor apparatus in the Nursery is outstanding.
- Children in Reception have good opportunities to use the Nursery apparatus and have lessons in the hall.
- Teaching is good.

### Commentary

51. The school has invested a considerable sum of money in providing a range of specialist fixed apparatus, built on a safety surface. This apparatus is of high quality and allows children to explore a wide range of physical movements. The children in Reception and the Nursery use it very well to develop their physical skills and children are increasing in confidence in using the more adventurous facets of the equipment. Staff encourage children to extend their physical skills and are on hand to support them in their activities. Children in the Reception classes benefit by having well taught physical education lessons in the hall. Children develop good manipulative skills through the wide range of opportunities presented to them. For example, they use scissors, pencils, clay and paintbrushes, complete jigsaws and use small construction apparatus competently.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses:

- Children have good opportunities for role-play and to use their imaginations.
- Staff make good provision for children to explore materials and choose their own resources.
- Teaching is good.

### Commentary

52. The teaching of creative elements of the curriculum is good and children achieve satisfactorily. Children in all classes have plenty of opportunities to engage in role-play in the 'shops', 'office', mock 'classroom' and 'home' corner. These areas are always popular with the children, especially the 'classroom', where children were seen pretending to have a lesson on letter sounds. The dialogue involving five children was lively and they enjoyed taking the register and being taught to read by the 'teacher'! Lessons in dance are well taught and allow children to express themselves through movement. Children often choose to create their own artwork or models using a variety of materials available to them. They are satisfactorily supported by adults in their modelling work, such as when they were seen making clay hedgehogs.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses:

- Standards are high throughout the school
- Teaching is consistently good.
- Good management is making a positive impact on standards and achievement.
- Boys achieve very well.

#### Commentary

53. Inspection evidence shows that standards are well above expectations in both Year 2 and Year 4. This indicates good improvement since the last inspection. This judgement is supported by the school's testing and the results of national tests, which have been consistently high over five years. In 2003, test results in Year 2 were the highest ever, with the school gaining a very large percentage of the higher Level 3 in both reading and writing. Similar school comparisons show that results in 2003 were well above average. Boys achieve particularly well in this school. Reading is considered 'fun and enjoyable' and there is a good range of 'boy friendly' books. Everyone's writing is valued and the emphasis on 'have a go' writing, in particular, helps to improve pupils' confidence in their writing skills and raises their self-esteem.

54. Pupils enter Year 1 with above average standards. Many read well, and writing skills are developing rapidly. Teachers build well on pupils' previous experience. During Years 1 and 2, pupils achieve well, increasing their vocabularies and their knowledge of writing styles. They read with increasing skill. There is no slackening of pace in Years 3 and 4, where very high standards are maintained by well-informed and challenging teaching. Pupils with special educational needs are supported very well, because teachers and assistants have a good understanding of their difficulties. As a result, these pupils make very good progress towards their targets.

55. From an early age pupils speak clearly and use a wide vocabulary. Teachers model language accurately, and a feature of lessons in Year 2 is the way that teachers dwell on the pronunciation and meaning of new words. They encourage pupils to respond in sentences rather than single words, giving generous praise to those who do this well. Some teachers make good use of talking partners, in which pupils talk to another pupil about their work. Standards are high throughout the school.

56. The teaching of reading skills is very strong and leads to standards that are well above expectations. Letter sounds are taught well and constantly reinforced, though some of these activities lack challenge. Teachers use whole class texts very well to show pupils how to use emphasis and expression in reading. Good examples of this were observed in lessons for pupils in Years 2 and 4. Pupils are keen on reading. They receive very good support from home and regular help and encouragement in school. The range of texts available for them is particularly wide, and they are very well organised and accessible to pupils. Pupils become more familiar with non-fiction books and how to access information using contents pages and the index. Older pupils are very familiar with both of these.

57. The emphasis on 'have a go' writing, technically emergent writing, is very successful. Pupils know that they are writers and are challenged and supported to gradually make the transition to a more formal style. Their work is valued, for instance, in the lovely display on 'Families' in Year 1 linked with their artwork, and this raises confidence. Teachers are knowledgeable and committed to this approach and it is the consistency of their approach that is the strongest factor. Sound handwriting and spelling lessons support this process. Standards in Year 2 are well above expectations. In Year 4 they are above national expectations. The school's records confirm this

judgement. Whilst Year 4 pupils do well, they will not reach the very high standards achieved by their younger peers. This is partly because there is so much more to learn than in Years 1 and 2, and partly because they have not experienced the 'have a go' writing techniques.

58. The subject is managed well. Planning, pupils' work and lessons are monitored conscientiously by the co-ordinator, though inconsistencies in marking have not been identified. Assessment is thorough and used well, particularly to identify pupils needing to join extra support programmes and the progress they then make. The action plan is sound but would benefit from tighter success criteria. Occasionally lessons are over long and pupils tire or become restless. Resources are good. For example, there are many 'Big Books' of different types that are used well by teachers.

### **Literacy Across The Curriculum**

59. Pupils have good opportunities, which are well planned, to use their literacy skills in other subjects. Reading for research and meaning are promoted in the older pupils' independent topics. Experiences of different writing structures come from science report writing and chronological writing in history. In religious education, pupils consolidate their understanding of narrative when writing about the stories of Jesus. Speaking and listening skills are honed and enhanced through 'talking partners' (though this is not a feature of every class), assemblies and school council meetings.

### **English as an Additional Language**

60. There are very few pupils in the early stages of learning English. The school's provision is good and these pupils have made very good progress so far. They have the confidence to offer answers in class and are beginning to write. In order to maintain this rate of progress the teachers would benefit from expert advice, perhaps from the local authority, as to how to plan the next stages of these pupils' learning.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are well above expectations throughout the school.
- Pupils achieve well.
- The co-ordinator is very effective, leading and managing the subject very well.
- Teaching and learning are good.
- Assessment is used well to inform future planning and target setting.
- The school's emphasis on pupils solving problems is positively affecting standards.
- Time targets are not always set for pupils to complete their work.

### **Commentary**

61. Standards in mathematics rose in the 2003 National Curriculum tests and were very high. Currently, standards throughout the school are well above what would be expected.

62. Pupils in Year 2 have good number skills and apply these very well in problem solving activities. In Years 3 and 4, pupils continue to make good progress in number work. Pupils have a good knowledge of geometric shapes, constructing nets of a cube and naming the properties of regular and irregular polygons correctly. Mental computation is often very good and pupils enjoy the challenges set in quick-fire opening sessions to lessons. Pupils are keen to learn mathematics.

They listen attentively, volunteer responses readily and co-operate productively in groups. Many pupils already know their targets and are keen to achieve them.

63. The quality of teaching is good across the school and very good in Year 2. Teaching is lively in the oral sessions and teachers' good questioning probes pupils' understanding. This helps pupils to clarify their thinking by talking about their strategies. Planning is good and work is well matched to pupils' capabilities so that higher attaining pupils are given very demanding work. This is an improvement since the last inspection. Pupils who need extra support, and those with special educational needs, are well challenged and helped to achieve their targets. In some classes the marking of pupils' work shows pupils how they can improve their work further, and the use of praise promotes pupils' confidence. Teachers keep up a good pace in their lessons in the oral sessions. Although pupils try hard and concentrate well when working in groups or individually, occasionally their productivity is reduced if the teacher does not give a time target for the work to be completed. Problem solving was previously identified as a weakness by the school. The school tackled this effectively and it is now a strength of the curriculum. In some classes, pupils are given very complex problems to work out, which require the use of a high degree of logic. These problems challenge pupils to think deeply and to collaborate with their classmates maturely.

64. Mathematics is very well managed by an enthusiastic and knowledgeable co-ordinator who has collected a great deal of information about the subject and the way it is taught. She is committed to raising standards even further by continuing to evaluate current practice. She has analysed data to inform teaching and target setting, observed teaching and looked at pupils' work to identify weaknesses. In addition, she has put in place successful initiatives to bring about improvement. Action plans and future developments plans for the subject are good.

### **Mathematics across the curriculum**

65. The basic skills of numeracy are well taught. Pupils use their mathematical skills in their work in other subjects. For example, in their topic work, pupils in Year 1 made a pictogram showing how much fruit the class ate. Pupils in Year 2 regularly use the computer to practise their mathematical skills at special sessions before school and at lunchtime.

## **SCIENCE**

Provision in science is **good**.

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

- Very good teaching leads to above average standards.
- Achievement is good.
- Teachers plan investigations that absorb and challenge pupils.
- Pupils' attitudes to learning are very positive.
- Information and communication technology (ICT) is not used enough to promote even greater emphasis on research and discovery methods.

### **Commentary**

66. In recent years, standards have been consistently above average at the end of Year 2. Pupils maintain these high standards until they leave Langley at the end of Year 4. Even though the proportion of pupils with special educational needs in the current Year 2 is greater than for some time, attainment is still above expectations overall. Highly organised teaching and the commitment of pupils to learning are the foundations on which good progress is built. Pupils with special educational needs make very good progress because their class teachers know the problems they face and address them rigorously. Teachers accomplish this whilst stretching all other pupils in the class. This is why teaching is so good.



67. All classes concentrate very thoroughly on scientific investigations. Scientific vocabulary and information are conveyed effectively to pupils, but the real strength lies in teachers' determination to get children to think like scientists. The emphasis on investigative work pays off, because children begin to ask 'how?' and 'why?' and are prepared to test their own hypotheses, as demonstrated in a challenging lesson on 'Healthy Teeth' in Year 3.

68. This focus on learning permeates all lessons and the written work produced by pupils. Teachers plan lessons and choose resources very carefully. In Year 2, the teacher pursued precise objectives relentlessly and ensured that all abilities were catered for. A lesson in Year 4 was typical. The teacher and support assistant used probing questions, built on previous learning, and required pupils to think independently. Pupils responded with enthusiasm to challenges, and many showed initiative.

69. Written work substantiates what was seen in lessons. However, worksheets are used extensively and there is little evidence of the use of ICT to supplement learning gains. Support for literacy is strong, since most pupils use instructional writing skills that they have learned in their English lessons.

70. The co-ordinator has developed a good curriculum. Assessment procedures are well structured. All staff work as a team and aim to produce ever higher standards. The deputy headteacher has maintained a sensitive yet rigorous approach to management during the enforced absence of the co-ordinator. Improvement since the last inspection is good, and there is the capacity to improve even further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

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

- Standards are in line with expectations throughout the school.
- Pupils' achievement is satisfactory.
- The leadership and management of the subject are good.
- The computer suite is small.
- Not all pupils have enough time on the computers.
- Pupils in Years 3 and 4 evaluate their own work.

### **Commentary**

71. The achievements of pupils are satisfactory and standards throughout the school are in line with those expected. Pupils with special educational needs make good progress. The standards reported appear to be similar to those in the last inspection, but expectations have risen considerably in the intervening period and standards here are rising. Increased training for teaching assistants has improved their subject knowledge and confidence in teaching basic ICT skills. Teachers cope well with any technical breakdowns of the computers. The subject co-ordinator makes good use of national subject guidance to ensure that pupils' skills build successfully from one year to the next.

72. Teachers ensure that pupils acquire satisfactory skills and understanding of using computers to find things out, to develop their competence in using computers, and to make things happen. Pupils confidently explain their work and efficiently demonstrate how they make changes. In discussions, pupils report that many of them have access to computers at home. By Year 4, they understand how adults can use them at home or for business. Pupils are keen to demonstrate their skills in finding information from the Internet and how well they can use their word processing skills. They are enthusiastic about their ICT lessons and are keen to learn new skills, such as using a spellchecker and how to incorporate a picture with their writing. Pupils in Years 3 and 4 evaluate their own work after every lesson and mark on a chart whether they have fully understood and can

fulfil the lesson's objective, or whether they have struggled and need extra help or additional work. This practice is working well and allows the teacher to plan the next lesson more effectively. Teaching overall is good and reflects teachers' improved knowledge of the subject. In Year 4, pupils have opportunities to work at an advanced level when visiting a specialist computer centre. Displayed work from the visit shows that pupils can use graphics software to choose their own backgrounds, pose, resize and re-position characters and include dialogue to produce an historical storyboard.

73. The quality and range of learning opportunities is satisfactory and statutory requirements for teaching the subject are met. However, the computer suite is small and does not enable access for a whole class. This means that pupils in some classes use the computer suite only once a fortnight. In some lessons, opportunities to use the computers in the classrooms to enhance pupils' learning are missed, particularly in literacy, either because the computers are not switched on or because pupils are not using them.

74. The leadership and management of the subject are good and the co-ordinator has worked effectively to ensure that standards are improving, despite the difficulties of having a small computer suite. She is very knowledgeable about the subject and has monitored teaching effectively. A portfolio of work has been produced that gives staff a clear insight into the standards required at each level. The co-ordinator runs a session for parents in the early evening voluntarily, so they can help their children at home. The school is setting up another small computer suite that will enable pupils to have greater access to computers. These plans are very well advanced.

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

75. Satisfactory use is made of information and communication technology in most subjects, with some good use being made in mathematics, history and religious education.

### **HUMANITIES**

76. Only one lesson was seen in geography and two were seen in history. These subjects were not inspected in detail. Standards in the work seen are above the expected levels in both history and geography throughout the school. Progress is good and pupils achieve well. It is not possible to make a secure judgement about the quality of teaching in either subject.

### **Religious education**

Provision in religious education is **good**.

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

- The subject makes a positive contribution to pupils' spiritual, moral social and cultural development.
- There are good links with other subjects.

### **Commentary**

77. Pupils make good progress through the school and standards are above the levels expected. They achieve well. Pupils with special educational needs receive good support and make the same progress as all other pupils.

78. Pupils think about relationships and 'where I belong', for example, as part of a family. This is clearly linked to their personal and social education. They think about faiths other than Christianity, for example Judaism, Hinduism and Islam. They look at celebrations, holy books and things that are special to different religions. Use is made of assemblies to celebrate and promote understanding of

important occasions from different cultures. Other subjects support the teaching of religious education. For example, pupils in Year 2 designed their own Torah in design and technology.

79. It is not possible to make a secure judgement on teaching on the basis of a single lesson observed. However, the lesson seen was good and the quality of work being done through the school suggests that teaching is consistent. The lesson seen was well-organised, and the clearly knowledgeable teacher effectively used a good range of resources, including a 'virtual visit' to a synagogue via the Internet to help the pupils understand how important their religious artefacts are to the Jewish faith. The understanding and knowledge shown by the pupils was impressive.

80. The curriculum is enhanced by visits, such as to a local church, a synagogue and a Hindu temple. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. Leadership and management of the subject are good.

81. Standards in religious education have improved since the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

82. Two lessons were observed in art and design and in music, one in design and technology and four in physical education. Music and physical education were inspected in detail; art and design, and design and technology were not. The observed standards in art and design are in line with expectations throughout the school, representing sound achievement. In Years 1 and 2, observed standards in design and technology are above expectations and pupils achieve well; a judgement is not possible for Years 3 and 4. The teaching seen in art and design was satisfactory; in design and technology it was good.

### **Music**

Provision in music is **very good**.

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

- Standards in Year 4 are well above expectations
- All pupils learn to play the recorder and many learn the violin.
- Elements of composition and musical notation are learned early, and consolidated very well thereafter.
- Information and communication technology (ICT) could be used more to stretch pupils even further

### **Commentary**

83. By the end of Year 4, all pupils can play most notes accurately on a recorder. They know the values of minims, crotchets and quavers. In singing, they understand the principles of diction and phrasing. Listening skills are well honed. They can, for example, make valid comparisons between the music of Prokofiev and Saint Saens. Most can identify major instruments in an orchestra.

84. Most lessons in the school are taught by a specialist with outstanding musical knowledge. This rubs off on pupils. They appreciate quality and search for it assiduously in their own performance and composition. Lessons have pace, challenge and purpose – and are fun. Although satisfactory, standards in lessons taught by a non-specialist class teacher do not match those achieved when pupils are taught by a specialist.

85. Leadership and management are good. Work sampling is conducted at regular intervals and an informative portfolio has been compiled. However, monitoring of the work of non-specialists is not

rigorous enough. Pupils complete self-assessment sheets from time to time, and have a good idea of how well they are progressing.

86. Music is a significant component in extra-curricular provision. There are well-attended clubs for singing and playing the guitar. The school provides violin lessons for almost forty pupils in Year 3.

87. Since the last inspection, there has been substantial improvement, although the potential benefits of new technology have not been fully harnessed.

## **Physical Education**

Provision in physical education is **good**.

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

- Pupils regularly evaluate their own and others' performance.
- Teachers require pupils to 'think' as well as 'do'.
- Teachers and pupils work together as a team.
- Monitoring of teaching and moderation of standards are not well advanced.

### **Commentary**

88. Pupils' achievement is good in indoor activities. Attainment exceeds what is normally seen nationally. Lessons are well planned and time is used to optimum advantage. Pupils change quickly and bring the required kit to school. Teachers take full account of safety procedures. Pupils have a sound awareness of the importance of 'warm-up' and follow instructions carefully. They understand the importance of preparing mentally for activities. As a result, poise and control are dominant features in lessons.

89. As early as Year 1, pupils show good levels of independence. They use space well and begin to evaluate their own work. This positive feature permeates lessons until they leave school. Gymnastic sequences are often imaginative, and teachers are quick to spot those who can show the rest of the class how well they have done. Management of pupils is usually very good. In these well-directed conditions, pupils show maturity and self-discipline beyond their years. Teachers time activities effectively and make sure that all pupils are fully involved.

90. It was not possible to see games lessons. However, clubs meet regularly to cover a full range of team sports.

91. The subject is well managed. Teachers are fully supported when they want to develop their own skills. The co-ordinator is committed and enthusiastic, leading and managing the subject well. A lot of time is devoted to planning for improvement and tapping external sources of income to bolster provision. However, there are limited opportunities within the curriculum for the observation of lessons, and consequently, assessments are not moderated. Teachers are knowledgeable about the subject and this has a positive impact on standards.

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

92. Only one lesson devoted to personal, social and health education could be observed. This was in a Year 3 class. The lesson was good and was part of a carefully planned programme to develop pupils' understanding of emotional intelligence. The programme of personal, social and health education is effectively planned for throughout the school.

## 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	2
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>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	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	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	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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