

INSPECTION REPORT

LORDSHIP FARM PRIMARY SCHOOL

Letchworth

LEA area: Hertfordshire

Unique reference number: 117330

Headteacher: Peter Gregory

Lead inspector: David Tytler

Dates of inspection: 24th – 27th November 2003

Inspection number: 256779

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 years
Gender of pupils:	Mixed
Number on roll:	357
School address:	Fouracres Manor Park Letchworth
Postcode:	SG6 3UF
Telephone number:	01462 620550
Fax number:	01462 623133
Appropriate authority:	The governing body
Name of chair of governors:	Beverley Bollons
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Lordship Farm is a large primary school with 357 pupils aged three to eleven. Forty-three children attend the Nursery on a part time basis, either in the morning or afternoon, with 25 full-time pupils in the Reception classes. A small number of pupils have English as an additional language, none of them at an early stage of learning English: 13 of these pupils are supported through the Ethnic Minority Achievement Grant. The principal languages are Punjabi, Cantonese and Dutch. The number of pupils eligible for free school meals is well below the national average. The number of pupil having special educational needs, including statements, is below the national average. These pupils have a range of learning, emotional, behavioural and physical needs. The school has links with two teacher training institutions, a senior school and a business link to support the leadership scheme for serving primary heads. The school also provides 15 hours of out-of-school care for 11 children. The school won the School Achievement award in 2002 and the Quality Standard Award for the Nursery provision in 2003. Attainment on entry into the school is above that expected nationally for children of their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	<i>Lead inspector</i>	
19677	Marion Cumbers	<i>Lay inspector</i>	
23805	Margaret Lygoe	<i>Team inspector</i>	Special educational needs Mathematics Information and communication technology Geography and history
10214	Brian Milton	<i>Team inspector</i>	English as an additional language English Citizenship Design and technology Physical education Religious education
27654	Robina Scahill	<i>Team inspector</i>	Foundation Stage Science Art Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lordship Farm Primary School a very effective school and provides a high quality of education for all its pupils, who attain high standards and achieve well. This is a direct result of the very good leadership and management of the school, and the predominantly good teaching. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Good teaching results in high standards and good achievement throughout the school.
- The school is very well led and managed by the headteacher and key staff.
- The Nursery and Reception classes give children a flying start to their education.
- Pupils have very positive attitudes to their work and they make a major contribution to their lessons.
- Additional help for pupils with special educational needs (SEN), including support from learning assistants, is very good.
- Pupils' personal development is very good. They have good relationships with their teachers and with each other.
- The high quality of care for pupils enables them to take full advantage of the learning opportunities available to them.
- Very good links with parents and the community make a major contribution to pupils' achievement.
- Pupils behave well, apart from a few boys in Years 3 to 5.

Improvement since the last inspection has been **good**. High standards have been maintained and the key issues addressed successfully. There has been a significant improvement in teaching and learning, and teachers have a good understanding of pupils' attainment as they enter their classes.

STANDARDS ACHIEVED

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

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

Pupils, including those with SEN or speaking English as an additional language, achieve well throughout the school.

Standards remain high as a result of teaching which is good and often better. In the current Year 6, standards are well above national expectations in English, mathematics and science, and pupils are achieving well. Standards in the current Year 2 are also well above the national average in reading, writing and mathematics, and pupils achieve well. Standards in art and in information and communication technology (ICT) throughout the school are above national expectations, and pupils achieve well in these subjects. Standards are also above average in geography in Years 1 and 2, and in history in Years 3 to 6. Children enter the Nursery with attainment above that expected nationally for their age. As a result of consistently good teaching in the Nursery and Reception classes, children achieve all the expected early learning goals by the time they enter Year 1.

Pupils' personal qualities, including their spiritual, moral, social and cultural development is very good. Pupils' personal development is very good, as is their social, moral and cultural development. Their spiritual development is good. The school supports pupils well and, as a result, they have very positive attitudes, and generally behave well. Attendance is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. The consistently good teaching in the Nursery and Reception classes and throughout the school enables pupils to make good gains in their learning and to achieve well. Examples of good teaching were seen in all year groups and in most subjects. The learning opportunities offered to pupils are good and their experience is broadened through a very good range of after-school activities of high quality. The very good care, guidance and support provided, coupled with the very good links with parents and the community, make significant contributions to pupils' learning. **Teaching in the Nursery and Reception classes is very good.** As a result children in these classes achieve very well.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership and management are of high quality and ensure the effective management of the school. He has set out clear priorities for maintaining high standards in learning and in pupils' behaviour, and for improving teaching. He is well supported by senior staff and co-ordinators, who manage their subjects well. As a result, the school is very well managed. **The governance of the school is good.** Governors have a clear understanding of its strengths and the areas for development. They play an important role in planning the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support every aspect of the school's work, and give good support to their children's learning at home and at school. A few parents had concerns about the quality of information they receive about how well their children are doing at school, but inspection evidence showed this concern to be unfounded. Pupils say that they like school, and that their teachers are fair, and show them how to improve their work. A few older children said that they were not sure whom to go to if they had a concern, but inspectors found that this was not the case generally.

IMPROVEMENTS NEEDED

The most important thing the school should do is to:

- Ensure that the behaviour of all boys in Years 3 to 5 matches the high levels expected by the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **well above average** in English, mathematics and science throughout the school, and **above average** in nearly all other subjects. Pupils achieve **well** as they move through the school. By the time they enter Year 1, most children reach all the nationally expected early learning goals and many exceed them. Children achieve **well**.

Main strengths and weaknesses:

- Standards are high in English, mathematics and science in all year groups.
- Pupils, including those with SEN or speaking English as an additional language, achieve well.
- Children in the Nursery and Reception classes are given a very good start to their school education.
- Standards in all subjects inspected are above national expectations throughout the school.

Commentary

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

Standards in:	School results	National results
Reading	17.8 (17.9)	15.7 (15.8)
Writing	16.8 (16.7)	14.6 (14.4)
Mathematics	18.0 (18.5)	16.3 (16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in [year]

Standards in:	School results	National results
English	29.7 (29.2)	26.8 (27.0)
Mathematics	29.6 (29.6)	26.8 (26.7)
Science	31.0 (30.3)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

1 Standards in reading, writing, mathematics and science in Year 2, and in English, mathematics and science in Year 6 continue to be well above the national average, as a result of the generally good and often better teaching in all classes. This good teaching also enables pupils, who enter the school with attainment above that expected for children of their age, to achieve well.

2 Standards in ICT, art and design, design and technology, physical education and religious education are above average throughout the school. Timetabling arrangements during the inspection meant that it was not possible to see enough lessons in music in Years 1 to 6; in history in Years 1 and 2; and in geography in Years 3 to 6, to make a judgement on standards in these areas of the curriculum. Standards in geography in Years 1 and 2, and in history and religious education in Years 3 to 6, are above national averages.

3 Pupils with SEN receive good support from teachers and learning support assistants, and as a result achieve well in line with their individual education plans. Pupils speaking English as an additional language make good progress and achieve very well. Some of these pupils are on track to achieve above the national expectations by the end of Years 2 and 6.

4 Children enter the Nursery with attainment above the national expectations for children of their age. They are taught well in the Nursery and Reception classes, make good progress and achieve well. By the time they leave Reception, nearly all the children reach all of the nationally expected early learning goals and many exceed them.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to their work, and are **well behaved** in classes and around the school. Their personal development is **very good**. Pupils' moral, social and cultural development is **very good**. Their spiritual development is **good**.

Main strengths and weaknesses:

- Pupils want to learn and they co-operate with their teachers to create a purposeful learning environment.
- Teachers are skilful in directing the pupils' natural enthusiasm into thoughtful learning.
- Pupils respond well to the good examples set by adults, who show them understanding and consideration.
- Religious education lessons make a good contribution to pupils' moral, cultural and spiritual development.
- Pupils' cultural development is well supported in art.
- Pupils' social development is well supported in physical education lessons, after-school tournaments and matches.
- A few boys in Years 3 to 5 do not always concentrate on their work as well as they should.
- More could be done to ensure that spiritual development is promoted in assemblies and throughout the curriculum.

Commentary

5 The school's very strong ethos underpins the very good personal development of pupils. There are good relationships throughout the school based on mutual trust and respect. Pupils know that their ideas will be taken seriously and acted on whenever appropriate. They particularly value the free and friendly access they have to the headteacher.

6 Pupils and teachers work well together in lessons. Teachers are adept at channelling the pupils' natural enthusiasm into positive learning. Pupils enjoy coming to school and attendance is good.

7 There were no exclusions in the last school year. Pupils behave well in classes, assemblies and around the school. This good behaviour, together with their very positive attitudes, enables pupils to achieve well. However, in a few lessons in Years 3 to 5, a small number of boys lack concentration, talk amongst themselves and ignore their teachers, causing some minor disruption. Whilst teachers generally deal with this well, boys are sometimes allowed to sit together rather than being moved to mixed gender groups.

8 The pupils' very good moral, social and cultural development is well supported in lessons, assemblies, on the games field and in performances for parents. Pupils' cultural development is particularly well supported in art, outcomes of which are displayed prominently around the school. The school also celebrates the different communities represented within it. During the inspection, for example, a parent presented a good introduction to Indian cooking.

9 Pupils' spiritual, moral, social and cultural development is well supported by religious education lessons. Pupils learn about other faiths and understand how important it is to listen respectfully to the views of others. Pupils are also encouraged to express themselves in the debates which are a feature of many lessons. However, the school could do more in promoting spiritual development in assemblies, which tend to focus on social and moral issues, and in other subjects.

10 The school involves pupils very well in decisions affecting the day-to-day running of the school and in planning for its future, particularly through the well-established school council. Their suggestions are listened to and are taken up whenever possible. The council enables pupils to take responsibility, use their initiative and experience democracy in action. This independence and maturity was evident in many lessons. In science, for example, pupils use their well-developed enquiry skills to devise their own experiments.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.1
National data	5.4	National data	0.4

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

11 Attendance is good and the rates of unauthorised absence are well below the national average for primary schools. Pupils arrive to school in good time for the start of the day.

Exclusions

12 There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **high quality** of education for all its pupils. Overall, teaching and learning are **good**; in the Nursery and Reception classes teaching and learning are **very good**. Arrangements for gathering and using information on what pupils know and can do are **good**. The curriculum is **good** and pupils' experiences are broadened by a **very good** range of after-school activities. The support, advice and guidance provided for pupils are **of high quality**. Pupils' learning also benefits from the **very good** links with parents and the community.

Teaching and learning

Summary of teaching observed during the inspection in 64 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (3%)	18 (28%)	32 (50%)	12 (18%)	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.

Main strengths and weaknesses:

- Teaching is good throughout the school and, as a result, pupils achieve well.
- Teachers generally manage their classes well, so that pupils can concentrate on learning.
- In a few lessons in Years 3 to 5, boys are allowed to sit together with some resulting minor disruption.

Commentary

13 The quality of teaching and learning has improved significantly since the last inspection. The good and often very good teaching for all age groups, leads to good achievement in lessons and over time. Teachers ensure that all pupils are involved in their learning, and good cross-curricular links were seen in many lessons. In a very good Year 6 science lesson, pupils made good use of their numeracy skills as they represented their findings by drawing graphs.

14 In these good and better lessons, work is carefully planned for pupils of all abilities, building systematically on what they already know and can do. Most teachers provide a good range of interesting activities, which engage and hold the interest of pupils. In a good ICT lesson for the Year 4 and 5 class, for example, pupils enjoyed redesigning either their classroom or the dining room, paying great attention to detail.

15 Teachers have good knowledge of their subjects, and the school's arrangements for team teaching enables teachers to teach to their strengths. In an outstanding music lesson for the Year 3 and 4 class, the teacher used her own expert knowledge and musical skills, to provide pupils with exciting opportunities to listen, appraise, compose and perform. Pupils responded with very high levels of performance.

16 In a very few lessons, there were some shortcomings in the behaviour management of boys, who were allowed to drift off task and cause some minor disturbances in the classroom.

17 Teaching is very good in the Nursery and Reception classes, with a good balance of direct teaching and well-structured activities. Basic skills in language and mathematics are taught well, and every opportunity is taken to develop children's speaking and listening, and personal and social skills. The Nursery and Reception classes are very well organized and managed. Teachers have high expectations, plan lively, interesting lessons and set a good pace to ensure that pupils complete their work.

18 Where necessary, pupils speaking English as an additional language are given appropriate help to ensure that they can take a full part in their lessons. All the support is provided in the classroom, and pupils show respect for the cultures represented. Very good support is given to pupils with SEN, and this results in good progress being made by these pupils. Specific support from learning assistants is of high quality. Expectations are high, but realistic, and pupils respond well to praise and encouragement. Work is varied to cater for individual needs, and teachers ensure that they give additional explanations to those who need them.

Assessment

The arrangements for assessing pupils' attainment and progress are of **very good**. The information is **well used** to plan for individual pupils and groups in the core subjects of English, mathematics and science. Assessment is less well developed in other subjects.

Main strengths and weaknesses:

- Assessment arrangements are well organised throughout the school and are well used.
- Targets are set for groups and individuals, and the progress towards meeting them is carefully tracked.
- Lesson plans are adjusted where teachers have identified gaps in learning.

Commentary

19 Assessment procedures have improved since the last inspection, and are now very good in English, mathematics and science throughout the school. The information obtained is very well used to set meaningful targets for individual pupils and groups. The school is careful to analyse the performance of different groups of pupils and to tackle any variations that are revealed. Teachers assess what pupils know and can do very carefully, and as a result the work set is well matched to their needs. Wherever necessary, lesson plans are adapted so that teachers can address any gaps in learning that have been identified in the review of previous lessons.

20 Assessment procedures in ICT are being developed, but teachers know their pupils well and have a good understanding of their strengths and weaknesses, which they are able to address in lessons. National guidelines for assessment are used in the other subjects.

21 The progress and achievement of pupils with SEN are carefully monitored and used to adjust targets in individual education plans, which are well written. Pupils speaking English as an additional language are also regularly assessed, and the information collected is used in the planning of their learning.

The curriculum

The curriculum is **good** and is enriched by a **very good range** both of visits and visitors, and of after-school activities. The school's accommodation and resources support the curriculum **very well**.

Main strengths and weaknesses:

- The well-planned curriculum provides pupils of all ages with a good range of relevant and interesting learning opportunities.
- Cross-curricular links are a strength of the curriculum.
- The curriculum for pupils of different year groups taught in the same class is well planned, so that pupils get full entitlement to the curriculum.
- Pupils' experiences are widened through a good range of visits and visitors.
- The curriculum is very well enhanced by a good range of high quality after-school activities;
- Good provision is made for pupils with SEN.
- Personal, social and health education (PSHE) is good.
- Support staff make an important contribution to the school's continuing high standards.
- The curriculum is very well supported by the quality of the accommodation and the learning resources.

Commentary

22 The curriculum in the Nursery and Reception classes covers all areas of learning for children of this age, with a wide range of interesting and relevant activities. The curriculum in Years 1 to 6 is well planned and relevant to the needs of pupils. Strong cross-curricular links are part of the planning for many lessons, and are a strength of the curriculum.

23 Subject co-ordinators and the senior management team keep the curriculum under regular review to ensure that it remains relevant to their pupils. Particular care is taken to ensure that the curriculum for pupils of different year groups does not repeat or omit areas of work. Pupils in Years 3 to 6 are set in ability groups in English, mathematics and science, which ensures that the teaching is relevant to pupils' needs; individuals can move between groups if their performance warrants it.

24 The provision for PSHE, including citizenship, is good, and contributes to the pupils' positive attitudes and behaviour. Pupils' experiences are also broadened through a good range of visits to places of interest, and through contact with visitors to the school. The curriculum is greatly enhanced by a good range of well-attended, high quality after-school activities, such as clubs for badminton, and science and technology; some of these sessions are run by parents.

25 Provision for pupils with SEN is very good. Individual education plans are well written, and pupils are involved in agreeing their targets. Specific support, in literacy for example, is precisely targeted, and progress is monitored carefully. The school takes part in innovative programmes of learning support where it feels pupils will benefit. Links with outside agencies and a local special school are strong. The school also ensures that the curriculum meets the needs of pupils speaking English as an additional language, and is relevant and interesting for them.

26 The curriculum is very well supported by the quality of the school's accommodation, and the good resources for teaching in all subjects of the National Curriculum and religious education.

Care, guidance and support

The care, welfare, health and safety of the pupils are of **high quality**. Personal development and achievement are monitored **very well**. Pupils are **very well** involved in the school's work and development.

Main strengths and weaknesses:

- Pupils are very well cared for.
- Pupils feel secure in the school and very much involved in its development.
- Personal development is monitored very well.
- Procedures for monitoring attainment are good and well used.

Commentary

27 Good relationships throughout the school underpin the very good care provided for pupils of all ages. Adults in the school know the pupils well, and set good examples of behaviour and of being considerate to others. Discussions with pupils during the inspection showed that they did know to whom they would turn to if they had any concerns, and that was not an issue for them.

28 Arrangements for ensuring pupils' general health and well-being are very good: they are looked after well at breaks and lunch times; there are effective child protection procedures, and very good first aid and other medical support. Provision for pupils' personal development is focused on helping them mature as they move through the school and is well monitored. The regular debates which take place in personal, social and health education lessons, are very effective in promoting pupils' confidence and self-esteem.

29 The school is careful to ensure that pupils from all backgrounds have full access to the learning opportunities available to them. Support for pupils with SEN is very good, and their specific needs are carefully considered at every stage. The school has an accessibility plan, and pupils with complex needs are well catered for. Bi-lingual pupils at the earlier stages of learning English are given good support.

30 Support for pupils with SEN is very good. Pupils who join the school after the Nursery, from other schools or from special units, settle quickly into the school. All staff are aware of the specific needs of these pupils and are committed to including them within the school.

31 There is very good support for pupils with SEN, and this results in their making good progress. Specific support from learning support assistants is of high quality. Expectations are high but realistic, and pupils respond well to praise and encouragement. Work is varied to cater for individual needs and teachers ensure that they give additional explanations to those who need them. The documentation in this area is thorough, and good ideas to support learning are included.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The links with parents and the community are **very good**. Pupils and parents are **very satisfied** with the quality of the education provided by the school.

Main strengths and weaknesses:

- Parents value all aspects of the school's work.
- Very good links with the community make a major contribution to learning.
- Parents receive good information about the curriculum and about their children's progress.

Commentary

32 Links with parents and the community have improved since the last inspection and are now very good. Parental involvement in their children's education at home and at school makes an important contribution to their learning. Comments on the parent questionnaires and at the parents' meeting were mostly very positive and supportive of the school. Many parents, and some grandparents, help the school in classes, on trips and in running good extra-curricular activities. Some parents even help with maintenance or in preparing for building work.

33 Parents are generally pleased with the detailed and clearly presented information that the school provides for them. Inspectors found that the concern expressed by a few parents about the quality of information provided was unfounded. Parents appreciate the annual reports, which arrive in time to form the basis of discussion about pupils' progress at parents' evenings.

34 Home-school diaries provide a channel for regular communication. The school takes particular care that the information it provides, including the regular newsletters, reach all parents. 'Delivery tokens' go towards earning an award for pupils.

35 Parents appear to have few complaints and are convinced that the school deals with any problems effectively and promptly. Parents are consulted when changes in school procedures are being considered, such as the provision for early morning and after school supervision. Their opinions, and those of the pupils, are listened to and taken into account.

36 The school has strong links with the local and wider community. The flourishing and well-organised parent teacher association raises significant funds to support the school, and their social events provide a focus for the local community. The school is used after hours as a base by a number of local groups. Pupils also benefit from the very effective links with other schools and institutions. Their understanding of citizenship and the importance of contributing to the community, are well supported by the school's involvement in initial teacher training, and in providing work experience for secondary school pupils, as well as in the raising of funds for charities. The school uses the local area as a resource, comparing it in depth to that visited by pupils on their residential trips. The contributions of many visitors enrich the curriculum, as do cultural and other visits organised by the school.

37 Parents are pleased with the documentation and support provided on induction into the Nursery. Parents whose children have SEN are fully consulted at every stage. Many parents are delighted by the support their children receive. Similarly good arrangements ensure that parents of pupils speaking English as an additional language are fully involved in their children's education.

LEADERSHIP AND MANAGEMENT

The school is **very well** led and managed. The headteacher provides **very good** leadership. The governance of the school is **good**.

Main strengths and weaknesses:

- The very good leadership of the headteacher underpins the high standards achieved by pupils.
- He is very well supported by senior staff, all other staff, governors and parents.
- Priorities have been clearly identified to enable the school to plan securely for the future and to maintain the high quality education it provides.
- Rigorous, regular monitoring of teaching and learning has been a major factor in improving the quality of teaching in some subjects, and this is now to be extended to all.
- Governors bring a wide range of expertise to the school, and governance of the school is good.
- Governors play an important role in planning for the school's future.

Commentary

38 The very good leadership and management of the headteacher and key staff have ensured that high standards have been maintained throughout the school, and that the improvement since the last inspection has been good. Where areas for development have been identified, such as achievement in boys' writing in Years 3 to 6, the school sets out thoughtfully and analytically to find remedies.

39 Effective monitoring of teaching and learning in the classroom by the senior management team and subject co-ordinators in English, mathematics, science, ICT, history and geography, has led to a significant improvement in the quality of teaching since the last inspection. The co-ordinators in ICT, art and design, design and technology, music and physical education have not yet had the opportunity to monitor teaching and learning in the classroom, but they do monitor planning and resources.

40 The school is also successful in ensuring that all pupils, including those with SEN or those speaking English as an additional language, are included in all aspects of the school's work. Good arrangements ensure that the professional development of staff is linked to the school development plan and the school's performance management scheme, which is securely focused on raising standards. Good arrangements support newly qualified teachers, graduate trainees and members of the staff who are new to the school.

41 The governing body has a broad range of expertise. Members of the community are appointed specifically to ensure that a full range of skills is available and to bring impartial views to the school. Governors work closely with the headteacher and staff, but are prepared to ask challenging questions where necessary. A range of committees review all aspects of the school's work, and help with strategic planning in, for example, ensuring that the school can continue to attract high quality staff.

42 Provision for SEN is managed very effectively by a highly committed co-ordinator. The provision for pupils who speak English as an additional language is also well managed. As a result, these pupils have full access to the curriculum and all aspects of school life.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	893,829
Total expenditure	885,063
Expenditure per pupil	2,169

Balances (£)	
Balance from previous year	98,255
Balance carried forward to the next	107,022

43 The headteacher and the governors, ensure that all the resources available to the school are used to meet educational priorities, and that the principles of best value are applied in all aspects of its work. A larger than normal balance was carried over this year because of changes in staffing, and because some expected expenditure was covered by donations.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE (Nursery and Reception classes)

44 **Provision for children in the Nursery and Reception classes is very good and has improved since the last inspection.** Children enter the Nursery on a part-time basis either in the morning or the afternoon. They make very good progress, and start full-time in the Reception class at the age of four, either in September or January, depending on their birthday. By the time they go into Year 1, the majority reach all the nationally expected early learning goals and many exceed them. All staff are very knowledgeable about the needs of the children of this age, and planning is excellent, being both clear and manageable. The assessment procedures are very good. Progress is carefully recorded and is used to plan new learning. Parents are kept informed of their children's progress and actively support their learning. Where children have SEN, they are effectively supported, and the more able children are well catered for. This results in all children making good progress and achieving well.

45 The curriculum includes a wide range of interesting and relevant activities that cover all areas of learning for children of this age. Whole class sessions are lively and interesting, and basic skills in language and mathematics are taught systematically and well. Staff use every opportunity to develop children's speaking and listening, and their personal and social skills. The Nursery and Reception classes are very well organized and managed. The staff work very effectively as a team. They plan and work together, and know all the children well. Teachers have high expectations, plan lively, interesting lessons and set a productive pace. The good balance of direct teaching and well-structured activities encourages children's self-confidence and independence. All adults are excellent role models for the children, and manage them well. The accommodation has improved since the last inspection; it now provides very good facilities and a stimulating environment, both indoors and outside.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Good induction procedures ensure that children settle quickly into school.
- Staff build good relationships which help children to feel safe and secure.
- Children are encouraged to be independent and self-reliant.

Commentary

46 Children achieve very well in this area of learning, because teachers have high expectations of their behaving well and becoming increasingly independent. All staff make it clear what is expected of children from the moment they join the Nursery. A welcoming but purposeful environment is apparent here, and as a result children settle quickly into school routines. Before starting in the Nursery, children visit the school with their parents, and teachers visit children and parents at home. This builds up friendly relationships and ensures that children are happy to come to school; they are ready to start learning as soon as they arrive. Children have good relationships with each other and with adults. They concentrate, co-operate with each other, take turns and share equipment. They know where things are kept and tidy away at the end of sessions. Clear expectations help children develop their understanding of right and wrong.

47 Teachers set good standards of behaviour, explaining carefully to the children how to behave appropriately. Consequently, pupils respond happily to instructions, and their behaviour is very good. The children's personal development is encouraged through well-planned activities, and children in Reception are able to make independent choices confidently. They work and play together well, and delight in each others' achievements. Children use their time well, and are very keen to talk about what they are doing. Staff show empathy for the emotional needs of young children, and are very positive about their achievements. Personal and social development is very well promoted in all areas of learning, and the well-established routines and the caring nature of the provision in the foundation stage, allow all children to feel secure and grow in confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Speaking and listening skills are taught well.
- Children learn early reading and writing skills effectively.

Commentary

48 Children have many opportunities to speak in large and small groups, and to listen to others in the classroom. Younger children become increasingly confident, and soon learn to listen attentively and to speak clearly. In Reception, children are encouraged to build on their good vocabulary by explaining their ideas about stories and investigations. Children have access to a wide range of books and begin to learn to read confidently. Younger children listen to stories with interest and attention, and they know about books and how to use them. From the start, they are encouraged to take books home and to share them with their parents. Children in the Nursery use picture clues to retell stories in their own words, and some children begin to recognise the sounds of letters. At the time of the inspection, all the children in the Reception class were able to read simple texts from the school's reading scheme. This shows the consistently good progress children make. Through systematic teaching, children learn to form their letters correctly, and they apply their knowledge of sounds to their writing. Most children write their names clearly.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children learn to count accurately.
- Well-planned activities enable children to experience a wide range of mathematical activities.

Commentary

49 As soon as they start in the Nursery, children have many opportunities to count. The youngest children sing number songs and rhymes to reinforce their understanding of counting. It was particularly noticeable that, in many activities, the staff very skilfully encouraged children to count, measure and look for patterns, so that mathematics is continually developed. In a lesson about weighing in the Reception class, children showed a good understanding of occasions where weighing is used in everyday situations. Because of the teacher's emphasis on correct vocabulary,

children were able to explain what they had learnt. They show a good understanding of *more than* and *less than*. During one activity, a child threaded cotton reels onto a string and counted all 42 of them accurately; she explained that she wanted 44, but that 2 more would not fit. Computers are used well to consolidate children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- A wide range of interesting activities is planned to promote learning in this area.
- The children learn how to use computers with increasing confidence and skill.
- The local area is used well to help children understand about the world in which they live.

Commentary

50 Children's knowledge and understanding of their expanding world is well developed through a wide range of topics. Discussion forms an important part of the work, and children are encouraged to be observant and to describe what they see. They are, for example, introduced to investigating ice, and discover that it will melt if put into warm water; they know that water turns to ice when it is put in a freezer. Children use the computers confidently: they can log on and open the program they need. They show increasing skill in using the mouse, and select, move and enlarge objects. They observe the world around them in such activities as an autumn walk. In their construction of *Dinosaur Island*, they used a range of tools and techniques to join the parts together and assemble the model.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children learn to use a variety of tools safely.
- The outside area is used well to encourage large muscle development.

Commentary

51 The Nursery children learn to jump and run safely, when using the large hall in the main school building. They make good progress in the control of their own bodies, and in developing an awareness of space and how to share it with others. The outside area is very well used so that the children have many opportunities to run and play, using a variety of toys to help them develop co-ordination skills. The early morning activity session, *Fiddly Fingers*, offers many well-planned opportunities such as sewing, threading, completing jigsaws and finger painting, all of which help children to become more dextrous.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses:

- A wide variety of creative activities is planned for all children.
- Children enjoy joining in with musical activities.

Commentary

52 Classroom displays show the very good work children do in this area of learning, much of which is linked to other areas of the curriculum. Children experience a wide variety of creative activities that challenge them well. Painting, printing and collage activities are well planned, and give children many opportunities to experiment and produce their own pieces of work. Skills are taught well, so that children learn to use scissors and brushes in a safe, controlled way. Children in the Nursery learn to play and sing, both loudly and softly, and look for patterns in their music. Children sing confidently and with obvious enjoyment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses:

- High standards are being maintained.
- There is a flexible approach to learning.
- High quality teaching throughout the school is supported by good assessment and target setting.
- Whilst good, standards in boys' writing falls well below that of girls in the school.

Commentary

53 The school has maintained very high standards over the past four years. This is reflected in the very good standards achieved at the end of Years 2 and 6. The provision for English is regularly reviewed and the National Literacy Strategy is handled in a flexible way to support the needs of pupils. In Years 1 and 2, for example, the teaching of phonics takes place before shared reading. Grammar sessions for Years 5 and 6 are taught in a separate lesson rather than as part of the Literacy Hour. The school has identified boys' writing as an area for improvement and has introduced a number of strategies to improve this area. In 2003, 21 per cent more boys achieved Level 4 and above at the end of Year 6 than in 2002. In some lessons in Years 3, 4 and 5, some boys lack interest, and insufficient attention is given to ensuring that boys work alongside girls.

54 To support teaching and learning, the school has developed a good target setting process. Teachers have records showing projected levels, and pupils throughout the school have access to meaningful individual targets for reading and writing. This system provides the subject co-ordinator with reliable data with which to track progress across the school.

55 Teaching in Years 1 and 2 is very good. The progress pupils make in the Foundation Stage is being built upon over time. Pupils in Year 2 are stimulated to write at length with variety and interest. Year 1 pupils, excited by the story, recounted it, and wrote simple sentences using a word bank. Good relationships already established with teachers, allow pupils the freedom to express themselves in a safe learning environment.

56 Teaching in Years 3 to 6 is at least good and often very good. Teaching has good pace and is based on the National Literacy Strategy. Pupils' books show that a range of activities is undertaken to support learning. Most impressive is the variety of styles of writing being encouraged, such as poetry and newspaper reports. Handwriting was identified as a weakness in the last inspection report. This has now been put right so that, by the time they are in Year 6, all pupils write confidently with a pen.

Language and literacy across the curriculum

57 Teachers ensure that there are many opportunities for pupils to develop their language and literacy skills in other subjects. Writing figures strongly in science, history and geography, religious education, and design and technology. In personal and social education, pupils are encouraged to express themselves orally, and discussion forms part of many lessons. Pupils use ICT to access the Internet for information, as well as using computers for word-processing their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Standards are well above average.
- All pupils achieve well, because teaching is good.
- Teachers' explanations are very clear and methods are taught very thoroughly.
- Pupils with SEN are given very good support.
- Learning support assistants give very effective support.
- Test results are analysed in detail to identify areas for improvement.

Commentary

58 Standards in mathematics are well above average in Years 2 and 6. In the 2003 national tests, half the pupils aged seven and eleven attained the higher levels. Progress is good and pupils achieve well. Support for pupils with SEN is very good, and consequently these pupils make good progress. Pupils from minority ethnic groups also achieve well. Girls and boys are currently making similar progress. The school is thorough in monitoring the performance of different groups of pupils and investigates any variation critically.

59 Pupils enter Year 1 with above average skills. The consistently good teaching ensures that pupils' knowledge and skills are developed systematically. By Year 2, pupils have a good understanding of place value and confidently work with numbers beyond 100. They have a secure grasp of mental and written strategies for working, using halves and doubles, for example. By Year 6, most pupils work with numbers accurately and quickly. They have a confident grasp of ratio, proportion and probability. Most interpret conversion graphs competently.

60 Pupils' mathematical development is well supported by regular opportunities to use the computer suite or the school laptops as part of their numeracy lessons.

61 All aspects of mathematics are covered thoroughly. Teachers have a good understanding of the subjects and develop pupils' knowledge skilfully. Year 1 pupils, for example, developed a good understanding of the properties of three-dimensional shapes while using construction kits. Before introducing new work, teachers set the scene by referring to previous work, so that pupils feel confident that they are building on existing knowledge. The teachers' explanations are very clear, and pupils know that they are able to ask for help at any point if they do not understand. Most pupils in a Year 6 group made rapid progress in learning how to translate shapes, plotting co-ordinates in all four quadrants of a graph.

62 Pupils with SEN are given very good support from learning support assistants and class teachers. Expectations are high for all pupils, and tasks are modified to ensure that all pupils are included in the lesson. In the lessons observed in Years 1 and 2, pupils of all abilities benefited from the high level of adult support and encouragement. Pupils with English as an additional language were supported well. Pupils in Years 3 to 6 are grouped according to ability. This arrangement enables those capable of very high attainment to move on quickly, while those who need greater reinforcement and support are well catered for. Nine children have been identified as being gifted in Years 3 to 6, and are provided with extra activities to support their learning, such as taking part in World Class Tests in mathematics.

63 Lessons are usually interesting and teachers are adept at harnessing pupils' enthusiasm. There is a good balance in all lessons between whole class teaching, group work and individual activity. Pupils have ample time to complete activities. They work hard and most present their work

carefully. Nearly all the mental starter sessions had a brisk pace and were challenging, with the teacher skilfully ensuring that all pupils joined in; in a less successful mental starter the pace was slow and the challenge limited.

64 Management of the subject is very good, but the school does not rest on its laurels: the high standards noted in the previous inspection have been maintained, and the increased use of analysis and evaluation of the subject represent good improvement.

Mathematics across the curriculum

65 There are frequent opportunities for pupils to use mathematics in many subjects. These opportunities are carefully planned to reinforce mathematical skills, as well as to enhance learning across the curriculum. Pupils begin to understand the relevance of mathematics as a practical tool. They use graphs, tables and measurements in science and geography, for example, as well as accurate measurements in design and technology. Information and communication technology is used very effectively to support mathematical development.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses:

- Standards across the school are well above average, and pupils achieve well.
- Teaching and learning are very good, and work is well matched to pupils' various abilities.
- The subject is very well led, and this has contributed to the high standards.

Commentary

66 Standards in science are well above average by the end of Year 2 and Year 6, and better than those found at the previous inspection. These results are better than those achieved by pupils in the 2002 national tests, and show that pupils make consistently good progress. Given their above average standards on entry to the school, pupils achieve well and attain very good standards in science. These high standards are a result of the well-planned opportunities pupils have to explore aspects of science and to develop enquiry skills. These are taught very well, pupils to pose questions and then find answers by using their scientific knowledge. They devise fair tests, carry them out and draw conclusions from their findings. In the work seen, pupils were careful when recording their findings, and their positive attitudes contributed to the high standards. Pupils use their literacy and numeracy skills very well, so that they can record accurately and explain their work. Pupils with SEN do well, and while they sometimes struggle with the recording of their work, their scientific understanding is often in line with that expected for their age.

67 Teaching and learning are good. Teachers have very good subject knowledge and insist on pupils using correct scientific language. In Year 2, a well-organised activity to demonstrate that some changes in materials cannot be reversed as a result of heating and cooling, captured the imagination of the pupils, who showed a good understanding of the process. In a very good lesson in Year 6, pupils responded very well to using enquiry skills in their work on forces. They worked together very effectively, recording their results carefully, and discussing their findings in a mature way. Teachers assess pupils' knowledge very well so that work can be very well matched to individual abilities. Exercise books are well marked, giving good guidance to pupils on what they need to learn next and how best they can improve their work. Pupils with SEN are well supported in class and make very good progress. Planning is systematic and ensures that the skills that pupils need are taught well, and that all pupils can participate fully in each lesson.

68 The subject is very well led, and this has contributed to the high standards. Test data is carefully analysed so that any gaps in learning are addressed, and any area of weakness is tackled. Science and Technology Clubs, whole school workshops and science sessions for talented pupils, who spend a day with a local company, are all instrumental in raising both standards in science and the profile of the subject. There has been good improvement since the last inspection as standards have risen steadily.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- Teaching of ICT skills is good.
- The school has good resources for ICT and is continuing to increase the number of computers available to pupils.
- Information and communication technology is used very well to support learning in other subjects.
- The school is currently developing procedures for assessing individual pupils' progress in ICT.

Commentary

69 Standards are above average at the end of Years 2 and 6. Progress is good across the school. Pupils with SEN are given good support in lessons and have access to the full curriculum. Pupils achieve well.

70 There has been good improvement since the last inspection. The school now has a small computer suite in which, together with an adjacent dining hall, most of the school's computers are concentrated. In most lessons, each pupil has access to an individual computer, and this has a significant impact on the rate of progress. With the help of local funding, the school has invested in a number of laptop computers, which can be used in the classrooms by means of wire-less links to the main system. This provides valuable extra resources to support pupils' learning in ICT. All classes have two timetabled sessions a week in the computer suite. One of these sessions is used for direct ICT skills teaching, and the other is used to support learning in other subject areas such as literacy and numeracy.

71 Many teachers have secure subject expertise and use this to plan lessons thoroughly. All teachers and learning support staff have completed training programmes, and this has improved their confidence in using ICT. In all lessons, teachers build effectively on pupils' existing knowledge. New skills are demonstrated clearly, with the whole class gathered in the computer suite. The interactive whiteboard ensures that all pupils can see what they should be doing. While pupils are working individually, teachers circulate and extend or support pupils as necessary. The school is developing formal assessment procedures, and teachers have a good awareness of individual strengths and weaknesses. Relationships are good, and pupils are confident in asking for advice, and occasionally in helping their peers. Learning support assistants have a good working knowledge of the programs used and give very good support to pupils.

72 Pupils work confidently and enjoy their computer lessons. Most of them concentrate well for the full session. By Year 6, most pupils prepare multimedia presentations competently. They organise their material with an increasing awareness of the needs of their audience and a healthily critical approach to their own work. Their word processing skills are good. Many pupils have access to computers at home and they have little difficulty in using the various machines in school. They are aware of the differences between systems and take these in their stride.

73 Standards in all the lessons observed were above average, and pupils are making good progress in all aspects of the subject. Year 1 pupils used the mouse confidently to create maps, while Year 2 pupils competently used the various applications of a graphics program to paint pictures. Strong cross-curricular links are evident in every lesson. Pupils in the Year 3 and 4 class, mixed text and pictures as they presented the poems they had written. They changed font size and colour, imported pictures and edited their work with the assistance of the spellchecker. Year 4 and 5 pupils used geometric tools to redesign their classrooms or the dining hall.

74 Leadership of the subject is good and the school has a clear commitment to continued improvement. The co-ordinator has already identified the need to develop assessment procedures now that most computers are linked to a single system.

Information and communication technology across the curriculum

75 This is a significant strength. Pupils use their ICT skills in many subjects. Older pupils use the Internet for research, create multimedia presentations in literacy and geography, and create graphs to illustrate their work in many subjects. Links with art are also good, with younger pupils using graphics programmes to produce pictures in the style of Seurat.

HUMANITIES

Geography

Provision for pupils during Years 1 and 2 is **good**. It was not possible to form an overall judgement about provision in Years 3 to 6, because Year 6 was working on a history topic in the term in which the inspection took place.

Main strengths and weaknesses:

- Teaching is good.
- The curriculum is relevant and based wherever possible on practical experience.

Commentary

76 Standards by Year 2 are above those expected at this age. Pupils in the Year 4 and 5 class showed a good understanding of their work. Pupils make good progress and achieve well as a result of good teaching and a well-planned curriculum. Both learning support staff and teachers make very good provision for pupils with SEN. As a result these pupils achieve well.

77 Year 2 pupils have a good awareness of localities beyond their own, knowing that some countries may be predominately hot or cold. Pupils can usually distinguish between human and physical features, and have a good understanding of simple maps. Progress from the early mapping skills introduced in Year 1 is good. By Year 4 and 5, pupils have a good understanding of some environmental issues, such as the threat of drought. Pupils are motivated by the imaginative activities planned. In one lesson they worked hard to prepare multi-media slide shows advising people on saving water. Links with other subjects are strong, and pupils' good literacy, numeracy and ICT skills enable them to research and present their work competently. ICT is used well in geography across the school, for example, with Year 1 pupils using a simple program to create maps.

78 Much of the work in geography is based firmly on first hand experiences. Year 1 pupils walk round the immediate locality, developing an awareness of their own environment. Year 3 pupils enjoyed a talk about India from a parent, and examined different Indian fruits and vegetables. Their experience was enhanced by watching a short cooking demonstration and by tasting parathas. Older pupils take part in residential trips in Years 5 and 6, during which they undertake fieldwork.

79 Leadership of the subject is good, and the school has maintained the strengths noted during the previous inspection.

History

Provision in history is **satisfactory** during Years 3 to 6. It was not possible to form a judgement on Years 1 and 2, because they were working on a geography topic during the term in which the inspection took place.

Main strengths and weaknesses:

- Links with other subjects are strong.
- Pupils have good research skills.
- Pupils' written work is good.

Commentary

80 Standards are just above national expectations by the time pupils reach Year 6. Achievement is satisfactory. Pupils gain good factual knowledge of aspects of the periods they study, particularly in terms of social change. By Year 6, pupils understand the reasons for some of the main events in Britain since 1930 writing fluently, for example, about the Jarrow March. Pupils begin to describe the reasons for changes in housing between 1930 and the present day, and relate these to the Letchworth and Stevenage areas. Pupils' strong ICT and literacy skills, enable them to research competently, and to organise and present their work well.

81 The quality of teaching in the lessons observed was satisfactory. Teachers plan with care and often identify skills alongside the knowledge content of the lesson. In a very few lessons, the introduction is too long and pupils begin to get restless. Activities are clearly explained and pupils understand what they should do, although occasionally the work lacks challenge and excitement. Teachers ensure that pupils with SEN are fully included throughout the lessons. Pupils are keen to talk about their work and some undertake research independently.

82 Links with other subjects such as ICT, geography and literacy are good. Pupils use computers for presenting some aspects of their work, and they use the Internet for research. They enjoy visits to museums and other places of interest, and these bring the subject to life. Subject leadership is good. The co-ordinator has worked hard to ensure that, as pupils progress through the mixed age classes, they have an appropriate curriculum. Improvement since the last inspection is satisfactory.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses:

- Pupils achieve well.
- The subject makes a good contribution to personal, social and moral education.
- Good use is made of expertise in the community.

Commentary

83 By the end of Years 2 and 6, pupils are above the expectations of the locally agreed syllabus. Pupils, including those with SEN or speaking English as an additional language, achieve well. The subject makes a valuable contribution to pupils' spiritual, moral, social, and cultural development.

84 Pupils in Years 1 and 2 learn about the common features of different faiths in their work on signs and symbols, and in their celebration of different festivals. Pupils in Years 3 to 6 undertake studies of different world religions.

85 In the lessons seen, teaching and learning were good or very good. Lessons were well planned and pupils were clear about the learning objectives. Teachers made good use of resources, particularly pupils' knowledge of Sikhism. Pupils willingly offered opinions and showed confidence in answering questions.

86 Visits are made to the local churches and Gurdwara. The contributions of visitors, particularly those of parents, help pupils gain a good understanding of faiths other than their own.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

Provision for art is **good**.

Main strengths and weaknesses:

- Art is systematically developed through consistently good teaching.
- Good use is made of art and design to support activities in other subjects.
- There are good opportunities to learn about different artists and styles of painting.
- Pupils use sketchbooks well to collect and explore ideas.

Commentary

87 Standards in art are above average in Years 2 and 6, as they were at the time of the last inspection. In Year 2, pupils use different techniques and different media when illustrating fruit and seeds. They made effective use of bold colour, and used pastel, paint, felt and paper with a focus on texture, in response to studying van Gogh's *Sunflowers*. By Year 6, pupils' skills in sketching have developed, so that they are beginning to draw more complex figures, and to show movement and action in their work. They study the figure drawing of different artists and recognise different styles. They use ICT as part of their work, and produce good results in using a range of fabrics and papers for collage.

88 Achievement is good as a result of consistently good teaching. Lessons are well planned and prepared, using good resources. Much of the work is related to the work of famous artists, such as Picasso and Mark Rathko, in geometric patterns inspired by Bridget Riley, and in the very effective textured pictures produced by pupils in Year 3 in the style of van Gogh. Where teaching and learning is very good, lessons are planned, introduced and resourced very well. In a Year 6 lesson, for example, the teacher demonstrated three contrasting techniques, and pupils explored the different effects these could achieve. As a result, they made very good progress in developing their skills, as they learnt about basic figures and different ways of representing movement. Pupils were keen and interested, and were pleased with the effects they achieved.

89 The subject is well led and managed. Art contributes to the spiritual and cultural development of the pupils, such as in the production of Indian prints by pupils in Year 4, linked to their topic on that country. Displays throughout the school show the wide range of techniques which pupils experience and the high standards they achieve.

Design and technology

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

Main strengths and weaknesses:

- A good range of activities develop pupils' skills in the subject.
- Pupils learn well as a result of the good teaching.

Commentary

90 Design and technology is well integrated into the curriculum and all pupils have weekly opportunities to undertake work in this subject. The scrutiny of the pupils' folders and models, conversations with staff and pupils, and the observation of two lessons, show that attainment is above national expectations at the ages of seven and eleven.

91 Pupils in Years 1 and 2 made vehicles that moved. They evaluated their work, and the finished models showed the application of a range of skills in designing and making. In Years 3 to 6, pupils engaged in a number of designing and making activities. These included making photograph frames, folders, puppets and bridges.

92 The lessons observed during the inspection were good. There were good levels of co-operation between pupils in the making of puppets. A range of puppet types had been designed, and pupils were able to choose materials and tools from a good range of options. Designs were revised during the process and realistic puppets were produced.

Music

93 Pupils were only observed in two music lessons, although the whole school was heard singing in assemblies. One outstanding lesson was packed with exciting opportunities to listen, appraise, compose and perform. Pupils responded to the teacher's high expectations with enthusiasm and very high levels of performance. Well-organised musical tuition allows pupils to learn the piano, violin, guitar, flute, clarinet and brass. Many pupils take advantage of this. Results from musical examinations indicate that pupils who play musical instruments make particularly good progress and achieve high standards. A number of pupils benefit from working in small groups in learning to play the recorder. The well-trained choir sings at a local festival and entertains older members of the community. All pupils are involved in school productions, especially at Christmas and at the end of the school year.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses:

- The good teaching results in good achievement.
- There is good provision for a range of sporting activities.

Commentary

94 Standards in physical education remain above national expectations throughout the school. Pupils achieve well because lessons are well planned, with a focus on developing skills. There is a wide range of extra-curricular sport.

95 In the lessons seen, nearly all the teaching was good. Teachers plan carefully to build on previous work. Pupils are given adequate time to practice their skills. They evaluate and improve their own performance, and teachers use pupil demonstrations well to improve skill levels.

96 Pupils are provided with the opportunity to get involved in a wide range of sporting activities through clubs and sports teams. Pupils' social development is well supported through these activities and within lessons, as they all learn to work together.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHE and citizenship is **good**.

Main strengths and weaknesses:

- Effective teaching and learning enable pupils to achieve well and attain above expected standards.
- The well-organised curriculum is relevant to pupils' needs.

Commentary

97 The subject has a written policy developed in consultation with the staff. The school has a good range of resources to support learning. These include the use of the Internet for researching citizenship topics, including the working of Parliament.

98 Teaching is good. Well-planned lessons and lively discussion, support pupil learning in a very positive way. The school council is in its second year, and its effectiveness is enhanced by the work undertaken in lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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