

INSPECTION REPORT

MANOR PRIMARY SCHOOL

Streetly

LEA area: Walsall

Unique reference number: 104210

Head teacher: Karen Tomkins

Lead inspector: David Marshall

Dates of inspection: 12th – 15th January 2004

Inspection number: 256841

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:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	298
School address:	Briar Avenue Streetly Sutton Coldfield West Midlands
Postcode:	B74 3HX
Telephone number:	0121 353 1738
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Appropriate authority:	The Governing Body
Name of chair of governors:	Terry Forsythe
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Manor Primary School was opened in 1963 and is accommodated in modern buildings in a pleasant residential area in Streetly, Sutton Coldfield. It is a larger than average primary school, with 298 pupils on roll; 34 of these are part-time in the nursery. There has been an extension added to the school very recently (January 2004) that houses the older pupils and relieves much of the congestion caused by over-crowding. Much of the school building has been refurbished and updated in the last three years, since this head teacher began at the school. Ninety-two per cent of pupils live locally and the majority of the housing is owner occupied. The school population is predominantly White British with just nine per cent of pupils from differing ethnic groups – below the national average. The majority of parents are in employment and there are no free school meals – which is very low when compared to the national average. There are 32 pupils with special educational needs; four have statements of specific need, mainly due to poor language skills. There is mobility within the pupil population. Ten pupils out of 35 in Year 6 in 2003 did not attend school in Year 2. There are two pupils with English as an additional language and at an early stage of language acquisition. There have been no exclusions in the last three years. There is a before and after-school club for children attending the school – with a maximum of 16 places in the morning and 40 places in the afternoon. It is known as SCAMPS – **S**ocial **C**are **A**t **M**anor **P**imary **S**chool.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Science Art and design Design and technology Music Foundation Stage English as an additional language
9974	Daljit Singh	Lay inspector	
32283	Denis Goodchild	Team inspector	English Geography History Information and communication technology
10144	Mary Marriott	Team inspector	Mathematics Religious education Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. There is excellent leadership by the head teacher, supported very well by staff and governors who share a strong commitment to continued improvement. Teaching is very good. The effectiveness of teaching is boosted by pupils' eagerness to work hard and the very good links made between the different subjects of the curriculum. Standards in most subjects are above the expected levels for their age by the time pupils leave school. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Excellent leadership by the head teacher is the major influence on rising standards.
- The commitment to sustained improvement, outstanding support for all pupils and a very supportive and inclusive ethos for learning by the staff and governors are strengths of the school.
- Pupils' personal development is very well provided for and is very good.
- The very good quality of teaching and learning makes a major contribution to the achievement of all pupils.
- Provision for children in the Foundation Stage is very good.
- Provision for pupils with special educational needs is very good.

The school has made good improvement since the last inspection in June 1998. The head teacher, staff and governors have worked very hard to move the school forward. There is now a very strong commitment to improve the quality of education through a very well-organised programme of review and development. All requirements of the last report have been well met. The planning for the under-fives in the nursery is now very good and the information gained through day-to-day assessment is used very effectively to plan further learning opportunities for them. The timetabling of specialist teaching has been reviewed and replaced by more effective use of teaching skills generally. The support and induction of recently qualified teachers are now very good. Since the present head teacher came to the school, clear and realistic targets have been set, and these have been well met. The school is very well placed to continue to build on these improvements.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - in the top 5% of schools nationally - A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good overall. Children's standards on entry to the school are broadly average, except in communication and language development where it is above average. Achievement is good in both the nursery and reception. Children in the reception year are on course to reach the early learning goals set for them and some will exceed them. The children are very well taught and achieve particularly well in their personal and social, and language development. Standards are above average in Year 2 in reading, writing and mathematics. Achievement is good. Standards in the current Year 6 are above average overall in English, mathematics and science. Pupils are also above expected levels in history, geography, music, information and communication technology (ICT), design and technology and religious education. In art and design standards are well above

levels expected for their age by the time pupils leave school. Pupils with special educational needs make good progress and many achieve standards in line with expectations for their age by the time they leave school.

Pupils' spiritual, moral, social and cultural development is very good. As a result, pupils have very positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' behaviour is very good at all times. They form very good relationships, are keen to help each other and enjoy each other's success. The school's attendance rate is good and above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall. In the best lessons the pupils know exactly what they are to learn because teachers are careful to spend time discussing and explaining it. Pupils receive clear, direct instructions and very well-structured activities that take their needs into account. The teaching of basic skills in literacy and numeracy is very good. In the Foundation Stage, the teaching is very good and helps children to settle into school well and develop good learning habits. In Years 1 and 2 very good teaching reflects the teachers' care to use language accurately, to explain fully and to question effectively. This gives pupils the confidence to express their own ideas, and enables them to achieve well. In Years 3 to 6, teaching is very good as teachers have very good subject knowledge and very clear planning. The links they make between different subjects produce activities that are particularly valuable. The curriculum throughout the school is very good; it is very well planned and broad. The pupils benefit from a rich range of activities outside lessons. Provision for pupils with special educational needs is very good. Procedures for child protection are very good. The school has very good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The head teacher's excellent leadership promotes a constant drive for improvement. She has established a very clear school improvement plan that enables the management of the school to be very good. The head works very well with her staff to raise standards and shares her vision for change and development with staff, governors and parents. As a result the checking of standards, teaching and learning is strong. Governors show a strong commitment to supporting the school, organise their work very well and make a good contribution to school improvement. Overall, governance is **very good**. Partnerships with parents are good. Parents are kept well informed of their children's progress in most subjects and support the school well. The Parent/Teachers' Association is a very active organisation whose fund-raising has enabled many of the significant changes in the school's learning environment to take place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The responses to the questionnaire and inspectors' discussions show a high level of parental satisfaction with the school. Inspection findings support the positive views expressed by parents. Pupils are proud of their school and enjoy being there.

IMPROVEMENTS NEEDED

There are no important things for the school to improve. More minor issues for this very effective school to tackle are:

1. To raise the level of achievement of the more able pupils in non-core subjects by setting individual targets for improvement.
2. To implement the school's marking policy consistently to ensure that all pupils receive the same very good guidance that is currently available to most.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards have improved overall since the last inspection and are now above average overall. The achievement of pupils with special educational needs is also good.

Main strengths and weaknesses

- In both the nursery and reception classes, children's learning accelerates and most children are likely to reach the expected levels at the start of Year 1.
- All pupils achieve well.
- Standards observed during the inspection in Year 6 in English, mathematics and science are above average. In physical education, religious education, history and music, pupils' standards are also above expectations for their age. In art and design they are well above expected levels.
- Pupils with special educational needs are very well supported and their achievement is good.

Commentary

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

Standards in:	School results	National results
Reading	17.0(16.4)	15.7(15.8)
Writing	16.1(14.8)	14.6(14.4)
Mathematics	16.6(16.2)	16.3(16.5)

There were 40 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 2003

Standards in:	School results	National results
English	27.5(30.0)	26.8(27.0)
Mathematics	28.4(30.0)	26.8(26.7)
Science	28.6(29.7)	28.6(28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

1. The provision for children in the nursery and reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision. All children make good progress from a broadly average starting point. Their attainment is above average in communication, language and literacy and in their personal development by the time they enter Year 1. They achieve all the goals set for them in the other areas of learning. Children with special educational needs are identified quickly and were making very good progress in the lessons observed.
2. Results of tests in English, mathematics and science taken by seven year olds in 2003 showed considerable improvement on those achieved in 2002. Children enter the school with prior attainment generally average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved over the past three years. When compared to similar schools, pupils' attainment in 2003 was well above average in reading,

above average in writing and average in mathematics. The number of pupils reaching the higher Level 3 in reading was above average, but the number who attained this higher Level 3 in writing was well above average.

3. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 have made good progress overall. When compared with national results in English, the numbers achieving expected levels for their age was above average – in mathematics it was well above average and average in science. Although national test results last year, 2003, showed standards as average when compared with all schools, and when compared with similar schools, these levels are not reflected in the work being achieved now. The annual test scores achieved fluctuate and reflect the changes in the cohort of pupils being tested. Targets for achievement in English and mathematics tests in 2003 were exceeded.
4. Inspection findings confirm the good progress indicated in the national test results for seven years olds above. Over the last four years the school's results in the national tests for both seven and eleven year olds have shown significant improvement. The change for the better has been above the national trend of improvement for those leaving the school in Year 6. In 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was in line with the national average.
5. All pupils achieve well. They make good progress during their time in the school. A number of factors contribute to this: very good teaching; pupils' very good attitudes to learning; and the impact of the school's very good atmosphere for learning that values all pupils, promotes their self-confidence and encourages them to work hard.
6. The school has focused on early identification and intervention to support and help pupils with special educational needs. This means these pupils are very well supported and make equally as good progress as their peers. Much of this very good support is through the work of teaching assistants. The identified pupils are achieving well in lessons and over a longer period of time through carefully targeted work. Staff plan very effectively and work with smaller groups where appropriate. As a result, pupils also gain a lot in self-esteem and confidence.
7. The consistently very good teaching and good leadership of subjects ensure that pupils achieve above expected levels in history, design and technology, geography, music, ICT and religious education. In art and design, standards are well above levels expected for their age by the time pupils leave school. In physical education, standards are above those expected at the end of Key Stage 1. Standards are above average in Year 2 in reading, writing and mathematics. Achievement is good.
8. Standards in speaking and listening rise from average on entry to the school to well above average by the time they leave. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are also well above average because of very good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Writing progresses well and standards are also rising and are currently above average. The standards of spelling and punctuation have also risen and are now above average.
9. Standards in mathematics have also risen well throughout the school. Standards by the end of Year 2 are above the national average. By the end of Year 6 they are above average and are on course to become well above average. This is because of the consistently very good teaching. Pupils achieve well overall since they generally enter the school with average standards and are on course to leave with above average standards. Achievement by the end of both Years 2 and 6 is good. Both boys and girls do equally well in the various strands of the subject, although using and applying mathematics and numeracy are particularly strong.

10. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. Standards throughout the school are now above the national averages and there is a rising trend of improvement as pupils consolidate their skills very well.
11. Targets set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the school's thorough analysis of what each pupil's potential is. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.

Pupils' attitudes, values and other personal qualities

Pupils' very good attendance, attitudes and behaviour ensure the school community learns in a disciplined, friendly and welcoming manner. Pupils' achievements are fostered by a very effective programme for pupils' spiritual, moral, social and cultural development, which helps them to form very secure and constructive relationships and serve the community in a responsible and caring manner.

Main strengths and weaknesses

- Very good attendance is consistently sustained and is well above the national average.
- Self-discipline is the key to pupils' achievement, progress and personal development.
- Very constructive relationships around school support pupils' learning and ensure a friendly and welcoming environment for learning.

Commentary

12. Pupils like coming to school, because they are encouraged by teachers and parents to attend regularly and on time. These expectations are the norm in the school and form a solid foundation for learning.
13. Pupils' conscientious, responsible and mature attitudes ensure they take a very positive interest in all academic and social activities. In most lessons pupils were observed working in a motivated and confident way, valuing teachers and posing interesting questions, which lead to very good formal and informal discussions. For example, the Sikh inspector was asked about the significance of wearing a turban by some Year 5 and 6 pupils. Pupils borrowed books about Sikhism and engaged in a constructive dialogue with the visitor and made comparisons between Christianity, Sikhism and Islam. This interesting exchange of views shows the school's significant contribution to pupils' understanding of ethnic diversity in multi-cultural Britain.
14. Pupils invest their time wisely and take an active part in activities outside of lessons. They play different sports, visit places of interest and extend their learning through the before and after school clubs. These social and recreational activities support the very good relationships between pupils and staff, as well as enhancing learning and personal development, particularly cultural and social experiences. Pupils were observed actively participating in organised play in the playground. This cultural experience contributed significantly to modifying pupils' attitudes and behaviour towards others.
15. Pupils' and teachers' friendly disposition ensures meaningful relationships. Pupils from different ethnic, religious and linguistic backgrounds learn and play in a fully integrated school community. Teachers value and reward effective interaction between pupils. Both the school grounds and classrooms are seen as places for informed learning and this attitude discourages all types of anti-social behaviour, and promotes goodwill, mutual respect and a

harmonious environment. Such experiences ensure good race and community relations and contribute significantly to pupils' personal development, particularly their moral and social development.

16. Staff value pupils and offer them positions of trust, as class monitors, librarians and school council reps and fund raisers, which helps pupils to become trusted, respected and responsible citizens of school and the wider community. Lesson observations, displays around school and assemblies indicate that learning and teaching are supported by extensive spiritual, moral, social and cultural experiences, which are pivotal to pupils' physical and emotional development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	236		
White – any other White background	3		
Mixed – White and Black Caribbean	2		
Mixed – White and Asian	3		
Asian or Asian British – Indian	10		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	3		
Chinese	4		
Any other ethnic group	2		
No ethnic group recorded	1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. Teaching and learning are very good overall. The promotion of equality of opportunity is also very good. Provision for pupils with special educational needs is very good. The breadth and balance of the curriculum are very good. There is very good provision overall for pupils' support, care and guidance.

Teaching and learning

Teaching and learning are **very good** overall.

Main strengths and weaknesses

- The school has built on the good standards in teaching and learning identified at the last inspection.
- Lesson planning is detailed and thorough, giving lessons purpose and drive, and reflects teachers' high expectations of pupils at all times.
- Teachers motivate pupils effectively and engage them very well, securing their commitment to learning through their very good questioning.
- Teachers provide very well for pupils' differing needs and abilities, enabling all pupils to achieve well.
- In literacy, numeracy and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The provision for pupils with special educational needs is very good and promotes good achievement.
- Teachers manage pupils very well, promoting very good relationships and behaviour.
- Systems for assessing pupils' learning in non-core subjects are still being developed in order to enhance progress in these areas.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (10%)	23 (57%)	12 (30%)	1(2%)	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.

17. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
18. The very good teaching throughout the rest of the school turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully, ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
19. The provision for pupils with special educational needs is very good. Teachers and support assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning. Support is very thoughtfully managed to do the best for each pupil. Group work to improve some pupils' social and listening skills is beginning to prove effective.
20. Assessment arrangements for English, mathematics and science are detailed, informative and used very well to set targets for pupils and improve standards. Although the use of information gathered varies in other subjects, in most there are assessment procedures that are used well. This means that the achievements of most pupils are accurately determined and targets are

provided that will ensure that lessons are planned for their best possible progress. The only minor exception to this good provision is for the most able pupils in the non-core¹ subjects where accurate targets for their progress are not always provided.

The curriculum

The curriculum is **very good**, and is fully inclusive. There are many opportunities for enrichment. Good accommodation and very good levels of resources meet the needs of the curriculum.

Main strengths and weaknesses

- The curriculum is very well organised.
- A wide variety of curriculum challenges and enrichment have been introduced across subjects.
- A very good range of extra-curricular activities is helping pupils to develop their skills and aspirations.
- Special educational needs provision is very good.

Commentary

21. The curriculum enables all groups of pupils to achieve well in all subjects and areas of learning because it is organised very well to challenge pupils' varying abilities. The school currently has a full complement of staff who are very well deployed to make the best use of their skills and experience. Teachers' planning is very good. They plan carefully and review their plans in the light of pupils' learning, to make sure that the work is suitably demanding. Teaching assistants are well organised; careful briefing by class teachers and careful allocation to the needs of the pupils ensure that teaching assistants make an effective contribution to pupils' learning.
22. From the Foundation Stage onwards teachers make very effective links between subjects. For instance, in the Year 2 class a literacy lesson was linked with a gymnastics lesson, as the children became the Gingerbread Man and tried to cross the bridge. This very good lesson exemplified how the curriculum is extended and enriched. Teachers plan opportunities to include aspects of literacy and numeracy in virtually all lessons. This means that the pupils learn to express themselves correctly using appropriate terms and styles. Counting and calculating feature prominently so that pupils develop their basic skills well. For example, after taking the register, teachers in the Foundation Stage ask children to count how many children are present and how many are away from school that day.
23. ICT is used very well to enhance all subjects in the curriculum. ICT is effectively used, for example, to support data handling in mathematics. All subjects have a very good range of resources and this enables pupils to enhance and enrich their learning. The range of resources for pupils with special educational needs is very good, as are the resources for gifted and talented pupils.
24. The accommodation is good. It has been improved and teachers make good use of their spacious classrooms. ICT has its own suite and there is a very spacious art and design room. In the Foundation Stage the outside facilities are very good and provide a valuable resource for learning and socialising. The library is spacious and well stocked with a very good range of books.
25. The school provides pupils with many opportunities to enhance their experiences through school visits and visitors, which are planned throughout the school. These include visits to the local church, art gallery, and visits from the local police, the Bible Explorers religious education programme and people from the local community; a peripatetic music service provides lessons

¹ The core subjects of the curriculum are English, mathematics and science; non-core subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education

in strings, woodwind and brass. The school offers a residential experience in Year 5 where there are opportunities for pupils to take part in a range of activities including fencing and archery. Pupils enjoy a day in role-play as Victorians and take part in a geography trail.

26. The school provides a very good range of extra-curricular activities, on a half-termly basis, including art, mathematics, singing, sign language and German. The school council members asked the pupils what they would like to do. They chose ICT, board games, construction and playing with their friends. These have now been included. They also have a school football and netball club and they play against local schools and take part in local tournaments. Outside providers are used to provide sports clubs, for example football coaching by the local football club.
27. The school has made good improvement since the last inspection. The curriculum is very good. In its quest to provide an education to develop the whole child, the school gives particular emphasis to pupils' creativity and artistic appreciation through music and art. Their education is enriched very well by the work of visiting specialists and extra-curricular activities which include productions and performances in the local area. Pupils achieve very well in these subjects as a result.

Care, guidance and support

The care, guidance and support for pupils are **very good** and support pupils' learning well. The school's monitoring of pupils' achievement and personal development is **very good**. The involvement of pupils in the school's work and development is **very good**. The health and safety procedures are **good**.

Main strengths and weaknesses

- Caring staff support, value and celebrate the achievements of their pupils.
- Procedures for monitoring and supporting pupils' personal development are very effective.
- The school has very good provision for support, advice and guidance of pupils.
- Health and safety procedures are good.

Commentary

28. The school is fully committed to the welfare and well-being of pupils in their care. The arrangements in place enable pupils to value each other and become responsible, disciplined and motivated learners. Staff provide a good response to pupils' requests and, through their good knowledge of pupils as individuals and monitoring of pupils' personal and academic development, provide well-informed support, advice and guidance. For example, teachers have sufficiently well-established relationships with pupils that allow for high levels of exchanges of humour that increase the effectiveness of teaching methods. These relationships are very secure and thus firmly support the atmosphere that positively embraces all pupils. Through their careful and well-applied monitoring procedures, pupils get very good academic support from the teachers, with support for pupils with special educational needs being very good.
29. Pupils' care and emotional development is further enhanced by SCAMPS, the before and after-school club, which provides inspiring social and academic activities to foster learning and enhance achievements. The overall quality of care and support pleases parents and carers; the good partnership between school and home enables pupils to feel secure and valued.
30. Pupils are regularly consulted via the hardworking school council, which enables pupils and teachers to form trusting relationships and enables children and pupils from reception to Year 6 to improve the quality of learning and education. The work between staff and pupils enables pupils to care and value school and the wider community.

Partnership with parents, other schools and the community

The school makes very effective use of its partnership with other schools and builds on its effective relationship with most parents and the wider community. The very good teamwork between the different sections of school community contributes significantly to teaching and learning in the school.

Main strengths and weaknesses

- Parents have positive views of the school and the education that it provides.
- The very good partnership with other schools enhances pupils' achievements, quality of opportunity and wider access to education.
- The work of the Friends of Manor School contributes to pupil achievement and progress.

Commentary

31. The partnership between school and home is good and plays a positive role in supporting pupils' learning. Analysis of parents' questionnaires showed that they are very satisfied with all aspects of the school. They have confidence in the school's ability to teach their children well. They feel particularly strongly that teaching is very good, the school is approachable and management is very good. They believe school is very fair to all and their children are taught to be considerate and develop a mature viewpoint.
32. Year 5 pupils take part in a language day and work alongside pupils from Queen Mary Language School developing foreign language skills. This invaluable experience has many advantages; for example, the opportunity to study another language and culture helps pupils to continue their study in the high school. Visitors regularly come into the school to support and develop pupils' understanding of art and food from India and to celebrate Diwali, the festival of lights.
33. There are also visits by, and close working ties with, the local football teams and the church, and visits by Year 2 to the mosque, which enhance pupils' personal and social development.
34. The school also works in a very constructive manner to ensure a smooth transition of pupils to their secondary school. There is regular and useful dialogue between staff and exchange of curriculum issues and visits. Useful monitoring leads to improved education provision, for all schools.
35. The work of the Friends of Manor School association is rightly appreciated by the school and parents. The organisation provides a vital link between the school, its parents and the wider community. The work supports teaching and learning and helps pupils and their parents to feel part of the school.

LEADERSHIP AND MANAGEMENT

The school's leadership and governance are **very good**. The head teacher has a very clear vision of how she sees the school moving forward. Teachers are very supportive of the head teacher in their management role. The management of the school is **very good**.

Main strengths and weaknesses

- Governors provide very good guidance and support in their role as a critical friend. They have a good understanding of the school's strengths and weaknesses.
- The head teacher's very strong leadership and vision provide clear direction. She has created a common sense of purpose within the staff and is committed to continuing staff development.
- Teachers willingly and effectively take on leadership and management roles.

- Management analyses its performance and takes appropriate action to raise standards.

Commentary

36. The head teacher provides excellent leadership. This is a view shared by the majority of the parents. She inspires a team that shares a clear vision that reflects the aims of the school. Very good relationships between the head teacher, staff and pupils create a learning environment in which pupils thrive. Staff have a shared commitment to raising standards. This is well illustrated in the teachers' response to the need to improve standards in writing. Subject leaders are very effective in carrying out their responsibilities, particularly in the Foundation Stage, English, mathematics and special educational needs. The staff confirm that the head teacher is very caring and supportive and listens to their ideas. There is a strong commitment to further professional development within the school improvement plan. A newly qualified teacher has received very good support and advice from her colleagues.
37. The school is very effective in evaluating its own performance. Subject leaders have a very good understanding of strengths and weaknesses because they are fully involved in analysing National Curriculum and other assessment data. Following analysis the school identified aspects of writing for development. The school implemented a rigorous programme of development. Very good planning and clear guidelines on teaching writing skills are now instrumental in raising the standards of writing for the more able pupils. A system for tracking pupils' performance is well established. This, linked with targets set for groups and individual pupils, also help to raise standards. Lessons are observed and feedback provides teachers with help in improving their teaching.
38. The governing body shares the head teacher's vision for the direction of the school. Governors are supportive of the school and regular visits keep them aware of developments in the curriculum. They have appropriate committees in place and fully carry out their statutory responsibilities. They are consulted in the construction of the school improvement plan and are prepared to question expenditure. Strategic planning is an important element in the school improvement plan and best value is a strong factor when considering major developments, as seen in the recent building programme. Prudent budget control has enabled the school to build up a surplus (see table below) and thus finance the building of two additional classrooms.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	615911	Balance from previous year	110842
Total expenditure	600636	Balance carried forward to the next	126117
Expenditure per pupil	2016		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good.

39. The attainment of children entering the nursery is broadly average. By the time they enter the reception class it is also in line with expectations for their age. However, as teachers concentrate on the development of personal and social skills, and the development of speaking and listening skills, children make very good progress and achieve above expected standards in these areas. They achieve very well in all areas in both classes because the teaching is consistently very good. Another reason for the very good achievement is that the curriculum in both classes is well planned, with different areas of learning being integrated and therefore reinforcing learning. There is a good blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children.
40. The provision is very well managed and children's progress is carefully monitored. All adults manage children very well and this ensures that the needs of all children, including those with special educational needs, are very well met. Children enter the nursery on a part-time basis and enter the reception class in September. By the time they leave the reception class attainment is above that normally seen in communication, language and literacy and personal and social development.

Main strengths and weaknesses

- The children achieve very well because the very good teaching ensures that they are encouraged to take responsibility for their own actions at a very early age.
- The children reach standards that are expected of them by the end of the year and most will exceed them, even though standards are average when they start in the nursery.
- Accommodation is satisfactory. The nursery mobile classroom is small, but is used very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very positive relationships throughout the Foundation Stage.
- Adults provide very good role models
- There are very good opportunities for children to develop independence.

Commentary

41. The very good teaching and learning in this area of development are based on adults' very high expectations of politeness and good behaviour that are constantly reinforced. Children's independence progresses very well, as does their ability to work and play alongside others. Classrooms have a warm, welcoming, atmosphere in which young children feel safe and secure. They very quickly learn to abide by class rules and follow routines. Children's confidence develops very well so that by the time they enter the reception class most are ready to develop their learning further. Children's confidence continues to develop very well so that by the time they start in Year 1, all have achieved the early learning goals for their age and some will have achieved beyond this. When working together on tasks, they show interest and share resources. Children play happily with the many stimulating activities in the classrooms, and are careful to change activities for themselves by choosing from the Decision

Making Wall. They learn to tidy away the resources they have used. In the reception class children tidy away efficiently and with the minimum of fuss.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**. Most children will have achieved the early learning goals by the time they leave the reception class, and some will be working well within the early stages of the National Curriculum.

Main strengths and weaknesses

- The home-school reading system is well established.
- Creative play areas are used well to promote learning.
- Well-structured activities lead to children achieving well.

Commentary

42. Teaching and learning are very good and children achieve a high standard of speaking, listening, reading and writing. In both the nursery and reception classes the very good teaching is characterised by a very good knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them. Children in the nursery and in the reception class listen attentively to stories, and join in excitedly when their teachers ask them to. The use of a 'big book' stimulates their imagination and this develops their speaking and listening skills well. Adults devote time to encourage children's speaking and listening skills and to develop and extend their vocabulary. Children practise the sounds of words well and this helps them to write new words. In both the nursery and reception classes, teachers have taken care to provide many opportunities for children to learn to write. The development of reading skills has a high priority and is well supported by parents. In the nursery children are becoming confident in handling books and have different initial sounds to learn. The reception children enjoy the support of the school librarian who helps them change their books each week. Some children have already embarked on a systematic reading scheme and make very good progress with their reading.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is consistently very good and results in children achieving well.

Commentary

43. Children make very good progress because of the very good teaching and learning. Most children will have exceeded the early learning goals by the time they leave the reception class. In both the nursery and reception classes children learn to say and use number names and rhymes to five and enthusiastically sing their favourite rhymes and songs, and this reinforces their learning. Children investigate the properties of, and learn about, different shapes. In the reception class some children already know the names of most shapes. For example, they can recognise coins and use them in their role play when giving change at the vegetable shop. Children use their investigation skills well as they order vegetables by their length. Group activities relate particularly well to number work as well as other aspects of the curriculum. Mathematical language is emphasised and is woven into everyday activities as adults support children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There is a very good balance of teacher-led and child-initiated activities.

Commentary

44. In the nursery children explore the textures of Mod Roc as they create a large model of Humpty Dumpty. They ask questions about what will happen to this material when it dries. The teacher and nursery nurse provide very good support to ensure the children understand how this material will change. In the reception class, children were involved in a huge variety of tasks all focused on fruit and vegetables. A very good discussion on the taste and smell of different fruits and vegetables was inspiring. The tasks on finding the buried fruit, fruit and vegetable prints, "Which vegetables float?", taking fruit and vegetables to market, and writing a shopping list, were completed with great enthusiasm by all the children. Children in both classes are given many opportunities to play with a range of small toys and building bricks. Skills in ICT are reinforced as children use prepared programs on the classroom computers.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There is a very good range of exciting activities.
- Teachers are very involved in well-structured role-play.

Commentary

45. Children develop their skills well and make good progress. The very good teaching ensures that children have a good understanding of their learning. Children express their feelings through a range of materials and media, music and movement, story making and imaginative play. In both classrooms children are surrounded by very good displays of their work. The use of colour and different textures stimulates children to produce high quality painting and collage work. In their music, children sing songs and rhymes and develop and extend their learning. Children are likely to achieve the early learning goals and be working within the early stages of the National Curriculum by the time they leave the reception class.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Commentary

46. Children use the school hall and the outdoor areas well and this ensures that they make very good progress, and most will achieve the early learning goals by the time they leave the reception class. Teaching is very good in this area of learning and this ensures that children make very good progress and their achievement is very good. In lessons seen children were encouraged to use space well and to move their bodies into space so that they could play games safely. Children enjoyed their learning as they developed their skills of changing speed and direction and stopping on the beat of a tambourine. In the reception class children enthusiastically played different games in their outdoor areas. Children extend and develop their skills as they play on the large equipment and ride their wheeled toys. They develop their

manipulative skills as they handle dough, scissors and small toys. Teachers, nursery nurses and teaching assistants carefully develop children's fine manipulative skills. In both classes teachers give children many opportunities to work with a wide range of tools.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- All pupils make good progress because of very good teaching.
- Very good leadership and management monitor and check teaching and learning.
- Appropriate action has raised standards in writing.
- Standards in reading are well above average because teachers make sure pupils have the necessary basic skills.
- Standards in speaking and listening are well above average. This is because pupils are enthusiastic in lessons and want to participate.
- Pupils have very good opportunities to develop and use their literacy skills across the curriculum.
- Pupils know what they have to do to improve their writing because of very good marking.

Commentary

47. All pupils make good progress over time and the inspection evidence shows that standards in the present Year 2 and Year 6 are above average. Standards in reading in Year 6 are well above average because of very good teaching of basic reading skills. Speaking and listening skills are also well above average because teachers provide enjoyable lessons with many opportunities for discussion. Standards of writing in Years 2 and 6 are above the national expectation. The school has taken action to gain the higher results in writing in the national tests. Inspection evidence shows that the school is now in a position to achieve the higher results seen in similar schools. Lower attaining pupils achieve well because teachers understand their needs and provide suitable work and support within lessons. Standards are above those seen in the previous inspection.
48. Teaching in the subject is very good, with an example of excellence. In a very good Year 1 lesson pupils enthusiastically questioned and discussed nursing and hospitals with a visiting nurse. The teacher skilfully used open-ended questions, making sure all pupils were involved. Because the pupils were interested they listened carefully and were able to make appropriate comments. They frequently asked unsolicited relevant questions. This lesson exemplified the school's emphasis on the planned development of pupils' speaking and listening skills and why pupils achieve so well. This lesson also provided a context in which pupils could practise their writing skills. They prepared a questionnaire before the visit and wrote a 'mind map' comparing modern and Victorian nursing. In a very good Year 2 lesson pupils were engrossed as the class teacher performed a 'rap'. They listened carefully and because of clear explanations made good progress in their understanding of rhythm, beat and rhyme. Very quickly they were joining in chanting and clapping out the correct beat and rhythm. Good links were made between the number of beats and syllables, developing the pupils' spelling and reading skills. Because of the quality of the input all the pupils were able to write a 'rap' based on *The Three Little Pigs*. The lower attainers made good progress because they were well supported by the classroom assistant.
49. All lessons are purposeful well planned and based on the National Literacy Strategy. This was seen in a good Year 4 lesson in which writing, reading and speaking and listening skills were all addressed. In a guided reading group, good questioning developed pupils' understanding of

the text. A 'hot seating' session, based on the pupils' writing, developed speaking and listening skills. Very good and excellent Year 6 lessons on writing poetry illustrate the challenging teaching seen throughout the school. Focused questioning and well-led discussions gave pupils an understanding of the descriptive tools used in writing. Prompt cards on these skills and on editing supported pupils as they carefully evaluated their own and others' poetry and modified the text. The teacher was constantly reminding the pupils of what they already knew and to use this knowledge in their work. Pupils therefore made very good progress in their use of similes, alliteration, and personification. They chose words imaginatively and precisely to convey meaning accurately.

50. Leadership and management in the subject are very good. The two co-ordinators lead by example in their teaching. They have carefully analysed the school's performance in national tests and identified areas for development in writing. These are incorporated in the school improvement plan and action taken has contributed to raising standards in writing. Policies are in place that provide guidance on planning and marking. Work is marked regularly with positive comments and areas for development clearly identified. A tracking system identifies the needs of individuals or groups of pupils. Individual target sheets are in place and pupils fully understand what they need to do to improve the quality of their work. Pupils are also encouraged to set their own targets and begin to take responsibility for their own learning. This is a powerful tool which is helping to raise standards in writing.

Language and literacy across the curriculum

51. There are very good opportunities for pupils to use their writing skills in all subjects. They create notes from research and tabulate results in their number and science work. They write geographical, historical and scientific reports. They are adept at organising and presenting their written work for different purposes. For example, Year 1 used mind maps to compare the difference between Victorian and modern nursing whilst Year 5 pupils compared the differences between urban and rural life. Year 6 pupils wrote in the style of journalists to create a newspaper about VE day. Pupils are particularly skilful in using their ICT skills for research purposes and in word processing. Teachers are adept in ensuring that pupils have very good opportunities to develop their speaking and listening skills in all lessons.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- Very good teaching challenges pupils' learning.
- Assessment is used well to set suitable and challenging targets.
- The very good curriculum is enriched and extended and provides pupils with a rich experience.
- Problem solving, investigation and standards in numeracy are very good.

Commentary

52. There has been good improvement in the subject since the last inspection. Standards have improved since the previous inspection and this is the result of very good teaching based on meticulous planning by all staff. Standards by the end of Year 2 are above the national average. By the end of Year 6 they are above average and are on course to become well above average. This too is due to the very high quality teaching pupils receive. Pupils achieve well overall since they generally enter the school with average standards and are on course to leave with above average standards. Achievement by the end of both Years 2 and 6 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics and number are particularly strong. ICT is used well, especially to support data handling.

53. Teaching is very good and sometimes excellent. Teachers' very good subject knowledge and skilful questioning in particular help them to adapt the National Numeracy Strategy in ways to suit pupils of different abilities. The effective use of assessment and feedback during lessons helps pupils to understand how well they are doing and what they need to do next. In a Year 2 lesson pupils were learning about place value. The good use of an abacus captured pupils' attention and helped them to see how numbers were placed. The focused questions helped pupils think about the steps involved and discussion developed their reasoning. In a good Year 3 lesson, the teacher's use of "Silly Statement Problems" created a lot of fun, and a good atmosphere for learning, but also challenged the pupils to think hard to solve the problems first. The pupils then moved briskly onto their group activities well motivated to work hard.
54. Teachers have developed a very good balance between intervention and independence by giving close support to lower attainers and pupils with special educational needs, but challenging higher attainers and those pupils who are gifted in mathematics to do more for themselves. As a result of very good assessment procedures, including self-assessment by pupils, of how they are doing in lessons, teachers are able to plan individual targets for all pupils. This includes those with special educational needs who have targets set in their individual education plans and pupils who are gifted who have their own planning and targets to achieve.
55. Due to very good curriculum leadership and management, teaching and support staff have received appropriate training to help them to adjust to all aspects of the National Numeracy Strategy in order to meet the needs of all pupils. The new curriculum co-ordinator leads the subject by his own exemplary teaching. This gives staff confidence in their teaching and develops their self-esteem. Because the school works together as a team, the co-ordinator has been able to develop the subject very well.

Mathematics across the curriculum

56. The curriculum is very good and enriched by very good planning of linkage with other subjects. It supports pupils' social development well as pupils work collaboratively together. For instance, the exploration of currency conversion in Years 5 and 6 not only developed pupils' numeracy skills well, it also developed their cultural experiences, knowledge and understanding of different countries of the world, and their understanding that different cultures have different currencies.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils in Year 6 achieve well and are now reaching above average standards because teaching is very good and challenging.
- Teaching is very good overall and the teachers' commitment to investigative learning is high.
- The use of assessment to set targets and to enable scientific skills to be developed is now very precise and used very well.

Commentary

57. Standards in science have improved above the national trend and, from an average start, achievement is good by the end of Year 6. Although national test results last year, 2003, showed standards as average when compared with all schools, and below average when compared with similar schools, these levels are not reflected in the work being achieved now. The annual test scores achieved fluctuate and reflect the changes in the cohort of pupils being tested.

58. Standards are above average at the end of Year 2 and Year 6. Pupils with special needs make very good progress when they are supported by learning assistants. Good emphasis on the development of scientific enquiry by all teachers has ensured pupils become confident at planning and carrying out investigations. Almost all pupils achieve well as a result of very good teaching which is built around very good planning.
59. Pupils attain above average standards by the end of Year 2. Most pupils enter school with average knowledge of the everyday world around them. Some find it hard to describe what they have seen or found out. However, pupils make good progress because of the effective teaching and by the end of Year 2 they provide explanations about their observations and use scientific language with confidence.
60. By the time they leave almost all pupils are confident scientists in all investigations, and they reach above average standards in all different aspects of the subject. They record results well because of the very good guidance given by the school's recording sheets. Work is always very neat. There are good links with literacy, which help to raise standards in writing. Pupils know about the importance of a fair test, select and use apparatus intelligently and exchange ideas happily, using a wide scientific vocabulary.
61. Teachers use national guidance well and match the majority of work successfully to pupils' needs and abilities. Teachers manage pupils effectively by using a judicious mixture of questions, praise and encouragement. Relationships are very good and as a result pupils are highly motivated, enthusiastic learners. This was particularly evident in an excellent Year 5/6 lesson where pupils had to separate six different substances.
62. The co-ordinator provides good leadership. He monitors plans and advises teachers on the best way to tackle investigations. The staff team analyses results and work together to enable the school to make progress in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good progress in the development of basic skills because teachers give clear explanations and demonstrations.
- ICT is well used to support learning in other subjects.
- Good management has ensured that the subject is well resourced and teachers have the necessary skills and support.
- There is a need to develop further equipment to support pupils' understanding of remote sensing of external events through ICT.

Commentary

63. Standards by the end of Year 2 and year 6 are above the national averages. This is similar to the standards seen at the last inspection. All pupils achieve well and make good progress in their acquisition of basic ICT skills.
64. Although it was possible to observe only two lessons, extensive analysis of pupils' work indicates that teaching is good. In a very good Year 1/2 lesson, pupils' interest was fully stimulated by a lively discussion on battery-powered toys. Very good questioning helped pupils to develop a good understanding of how the toy could not move without power or human control. The needs of all the pupils were well met by very good planning and organisation. Year 1 pupils were able to explain how battery controlled toys operated. Year 2 pupils confidently used a keyboard to enter and store instructions and control a 'roamer'. Very good demonstration and explanation helped Year 3 and 4 pupils understand how to interrogate and

extract data. They were able to scroll through a bank of information cards and compile a database of physical characteristics of pupils. Scrutiny of pupils' work shows that by the end of Year 6 pupils are very proficient at using word processor skills to present information in a variety of ways for different purposes. They are beginning to evaluate their work and re-organise and improve their presentations. Pupils experience all strands of ICT including remote control and sensing. Further software and hardware is required to challenge the Year 6 higher attainers in this aspect. Digital cameras are used to record their work.

65. Leadership and management are good. The subject leader monitors and evaluates teaching and learning and has a good understanding of the subject's strengths and areas for development. For example, she considered that interpretation and analysis of data could be further developed and bought in appropriate software. Improvements since the last inspection include updating computer hardware, acquisition of a computer suite and schemes of work which support teachers' planning. The school is therefore well placed to further improve standards.

Information and communication technology across the curriculum

66. Teachers make very good use of ICT to support pupils' learning in other subjects. In literacy, word-processing skills are used to present writing for different purposes and audiences creating leaflets, advertisements and newspaper articles. Pupils create databases, spreadsheets and graphs to support learning in numeracy and science. They use a range of software to explore artistic styles and artists such as Kandinsky. They are adept at importing information from the Internet to support their studies in geography and history.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Geography is used effectively to promote key skills in literacy and this contributes to the standards in English.
- Good use is made of pupils' ICT skills to support learning in the subject.
- Leadership and management are good. Recent priorities mean that opportunities for the subject leader to observe teaching have been limited.

Commentary

67. Standards in the subject are above expectations by the end of Year 2 and Year 6. This represents an improvement since the last inspection. This is because aspects of geography are well integrated into English and ICT, which helps develop pupils' knowledge and understanding.
68. Analysis of pupils' work and the observation of two lessons indicate that teaching overall is good. By the end of Year 2 pupils have completed environmental audits, carried out a survey on shops in their settlement studies, examined coastal features, drawn plans and route maps and are able to use co-ordinates. In a good Year 3/4 lesson, pupils planned a holiday using holiday brochures. This helped to develop their reading and writing skills as they used information from the brochures to write a list of what they would take on holiday. Pupils were able to explain the differences between places and choose appropriate clothing and equipment for different locations. Pupils' ICT skills were developed well in this lesson as they accessed the Internet and went through the process of 'booking' a holiday. This also made a valuable contribution to their understanding of the use of ICT beyond school. The teacher

acting in role captured the pupils' imagination in a very good Year 5 geography lesson. A lively discussion ensued as the pupils debated whether the character should move from a rural to an urban location. They made good progress in their speaking and listening skills as they listened with concentration, clarified ideas and used geographical vocabulary. Their sense of place was also well developed as they compared the advantages and disadvantages of rural and urban environments. Literacy skills were further developed, as they were required to write a piece of persuasive writing to convince the character to move into town.

69. By the end of Year 6 there is a good emphasis on using geographical skills and pupils are able to express opinions and raise questions. For example, in a study of an Indian village, they confidently write about differences and deepen their understanding of the relationship between humans and the environment. As part of their study of a distant location they access weather data on India on the Internet and write weather reports.
70. Leadership and management of the subject are good. The subject leader is newly appointed but is well supported by the previous co-ordinator. Planning and pupils' work have been monitored, though priorities within the school mean that teaching has not been observed. Detailed documentation is in place to support teachers' planning. Pupils' achievements are assessed at the end of units of study.

History

Provision is **good**.

Main strengths and weaknesses

- History is used effectively to promote key skills in literacy and this contributes to the standards in English.
- Good use is made of pupils' ICT skills to support learning in history
- Leadership and management are good. Recent priorities mean that opportunities to observe teaching have been limited.

Commentary

71. Standards in the subject are above expectations by the end of Year 2 and Year 6. This represents an improvement since the last inspection. This is because subject aspects are now well integrated into English and ICT, which helps develop pupils' knowledge and understanding.
72. Although only one lesson was observed, analysis of pupils' work indicates that teaching overall is good. In a Year 1/2 history lesson, good questioning developed pupils' understanding of differences in clothes worn in different periods. Photographs were used well to support the discussion and to focus the pupils' attention. Therefore they made good progress in using secondary evidence to interpret the past. Pupils' understanding of the difference between fictional and non-fictional characters was also developed as they compared the queen from Snow White and Queen Elizabeth I. The placing of different historical characters on a time line developed their chronological awareness. Through a study of the Victorians Year 1 and 2 pupils begin to appreciate the impact of events and conditions on individuals and how individuals influence events. In a very good Year 1 English lesson, they were able to discuss the differences between modern nursing and nursing during the life of Florence Nightingale. They were then able to construct a table comparing the differences. In Year 6, pupils are adept at using the Internet to investigate life during World War II. They used this information and their word-processing skills to create a newspaper recalling the events of VE day. They empathise with characters from the period, as, for example, when they wrote about their experiences as an evacuee. Their skills of persuasive writing were also developed as they created leaflets on rationing and the blackout.

73. Leadership and management are good. There is now a knowledgeable subject leader in place, which is an improvement on the previous inspection. She monitors and evaluates teachers' planning and pupils' work and has a good awareness of the subject's strengths and weaknesses. Other priorities, such as planning and resources, mean that she has not yet had opportunity to observe teaching. Detailed documentation supports teachers' planning and gives clear guidelines for teaching. This again is an improvement on the previous inspection. Pupils' achievements are assessed at the end of units of study.

Religious education

Provision is **good**.

Main strengths and weaknesses

- Very good teaching gives pupils a sense of the importance of the subject.
- There are opportunities for reflection, and for consideration of the values of world faiths.
- The subject contributes very well to pupils' spiritual, social, moral and cultural education.
- Pupils' attitudes to learning are very good.

Commentary

74. The school has made good improvement since the last inspection, by enhancing and enriching the curriculum, and improving standards which are now above the national average. In the last inspection standards were judged to be satisfactory.
75. All groups of pupils achieve well by the end of Years 2 and 6. Pupils in Year 1/2 are taught an awareness of other cultures; for example, when learning about the Chinese New Year, children began to develop and understanding of the different ways that people celebrate the New Year. In one exciting lesson, pupils prepared Chinese food and tried to taste it using chop sticks. The focus for learning in Year 6 was Christianity. Pupils had visited a local parish church and they recalled their experiences well.
76. A strength of the provision is the way it is enriched and linked to other subjects of the curriculum. It develops pupils' understanding of how expressive and visual arts can be used to give religious messages to believers, contributing to pupils' spiritual and cultural understanding very well. The very good teaching seen in Years 2 and 6 skilfully integrated music, literature and art with religious education. In the lesson in Year 1/2, pupils were learning about the Chinese New Year Festival as part of their learning on different festivals and the different ways that people celebrate. The very skilful teaching introduced foreign phrases, icons and images, such as animal symbols, carefully linked into the story telling. Pupils also made and tasted some Chinese food which they found very exciting. In Year 6, pupils were learning about the value placed on objects and experiences in a church and that these may vary. In this very good lesson, the teacher led an inspiring discussion with pupils about the different objects and icons found within different Christian churches. The very good quality of the discussion and the time given for reflection gave pupils a clear understanding of the difference in worship in different Christian churches. The quality of the teaching inspired pupils to learn and their attitudes to their learning were very good.
77. The subject is very well managed and organised by a very competent co-ordinator. She has worked very hard to ensure that the subject is supported and enriched by very good quality resources and by inviting speakers into school. Because the school works as a team she has been able to enhance provision very well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and pupils achieve very well.
- Teaching is very good.

Commentary

78. Standards in art and design are above those expected of pupils in Year 2 and well above expectations in Year 6. All pupils make good progress and achieve well. The curriculum has been broadened and teaching has improved, representing very good improvement, overall, since the last inspection.
79. Teaching is very good and leads to good learning. The strengths are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, the insistence on high standards of work and behaviour and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good knowledge of their own learning.
80. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketchbooks well. They demonstrate sensitivity as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are many examples of high quality work, such as the outstanding 'Pop' art in Years 5 and 6. Pastels are used well to develop clear, observational drawings of a vase of flowers. Landscape pictures using pencils and wax crayons are particularly effective. There are many opportunities for three-dimensional work.
81. The quality and range of learning opportunities are very good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. A flourishing art club makes a good contribution to the development of pupils' skills.
82. Leadership and management of the subject are good. The subject leader is new to the school and is knowledgeable and enthusiastic. She has a very clear sense of educational direction and has detailed plans to build on the school's current successes.

Design and technology

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

Main strengths and weaknesses

- The quality of teaching and learning is good and leads to high standards and good achievement.
- There is a good planning framework that ensures skills are developed progressively and results in good quality work.

Commentary

83. Standards in design and technology are above those expected of pupils in Year 2 and Year 6. All pupils make good progress and achieve well. The scheme of work provides a clear learning structure that ensures the progression of skills. The consistent approach to planning, designing, making and evaluating products results in finished products that are of a high standard.
84. Pupils in Year 2 have made high quality puppets linked to their work in science. They also make wheeled vehicles, pneumatic rockets and wind-up machines, such as a crane. Photographs demonstrate that these are of a high standard. The lesson in Year 4, taken by the co-ordinator, was very good and showed how effective the planning is now. The detail and care required to make the 'missing page' to pop up in a book for younger pupils in the school was of a high standard. By the end of the lesson all pupils had completed the task well.
85. Teaching and learning are good. The strength of teaching is the strong emphasis on skills and techniques, which leads to the good development of pupils' knowledge, skills and understanding. Very good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective, and time, teaching assistants, parents and resources are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.
86. The quality and range of learning opportunities are very good. The curriculum is enriched through cross-curricular links, and visitors, for example a puppet-making expert. Pupils develop their literacy skills well as they complete their design sheets and written evaluations and discuss their finished products. They develop their mathematical skills as they measure and make templates. ICT is used well for research.
87. Leadership and management are good. The subject leader is experienced and demonstrates a clear sense of educational direction. There has been good improvement since the last inspection.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Standards in music are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is very good.

Commentary

88. Pupils achieve well, attain above the standards expected for their age and enjoy the many music-making activities provided for them. This represents significant improvement since the last inspection. The tuition provided by the visiting instrumental teachers, in violin, woodwind and brass, adds a great deal to the good provision throughout the school. The school singing opportunities further enhance the provision for older pupils. This enables the more able pupils to achieve well.
89. Throughout the school pupils have many, good, musical opportunities and they achieve well. The many concerts that are arranged give pupils extensive opportunities for performing. The way Year 2 pupils responded to the effective teaching of a modern song in the style of a

playground game was good. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well. Pupils in Year 3/4 were deeply absorbed in a very good lesson where they were reflecting on how music can be used to express a mood or conjure up an image. They showed a good understanding of music in its many forms and how it can be used. These two lessons clearly demonstrate the overall good quality of the teaching of music.

90. The care taken over providing good cross-curricular opportunities leads to exciting compositions such as 'PEACE' songs linked to personal, social and health education in Year 5 and a 'freedom' rap in Year 6. The music composed to go with the Year 6 ICT *PowerPoint* presentation of 'One Moment in Time' was a suitable final project for last year's leavers that all those interviewed remembered with enthusiasm.
91. The subject is well managed and monitored by the head teacher as co-ordinator, who is a very able musician and gives unstintingly of her time to provide a range of performing opportunities. This enables her to monitor the progress and achievement of many pupils. Her efforts to make sure all pupils are involved in music through 'Live Music Presentations' are making a very significant impact on them all and are much appreciated by parents.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- The curriculum is enriched well and has very good links with other subjects.
- The co-ordinator organises a very good range of activities and outside expert help for extra-curricular activities.
- Teaching is very good and pupils have very good attitudes to their learning.

Commentary

92. Standards in physical education are above national expectations by the end of Year 2. No lessons were seen in Years 3 to 6 during the inspection and it is not possible to make a judgement about the standards or achievement by the end of Year 6. The school and the co-ordinator have worked very hard to enrich the curriculum for physical education and the effect has been an improvement in standards since the last inspection.
93. Teaching was seen in Years 1 and 2. No teaching was seen in Years 3 to 6 and so an overall judgement cannot be made. Teaching observed in the inspection was very good. Teachers have a very good understanding of the subject. They have very high expectations of pupils' performance. Pupils showed good control during the lessons seen and tried hard to improve. Lessons are exciting because they are very well linked to other areas of the curriculum and this enriches the learning experience of all pupils and helps them to understand how their subjects are linked. For example in a Year 2 lesson the teacher began by reading the traditional story of *The Gingerbread Man*. This captivated pupils' imagination and they listened very carefully. The lesson continued as the pupils were invited to role-play as the Gingerbread man trying to get over the bridge and not being caught by the Troll. The very skilful teaching excited and enthused pupils and enriched their learning experiences well, and this contributed to their good achievement.
94. The co-ordination of the subject is very good. The co-ordinator has worked very hard to ensure that the subject is enriched during lessons and after-school clubs. This is making a difference to the pupils' levels of achievement. She supports colleagues well and is able to move the subject forward very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a very good policy that is consistently well applied throughout the school.

Commentary

95. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable throughout the day. There is a very good system of how a pupil's request or wish can be taken through the school council, to the head and on to the governing body for consideration.

96. The class discussions, known as Circle Time, in a Year 3/4 class seen during the inspection were typical of the care and thought being applied to this aspect of pupils' learning. The theme was "the impact of the decisions we make". This was applied especially to the allocation of resources. The way that staff generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the head teacher	1
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).