

INSPECTION REPORT

MAPPLEWELLS PRIMARY AND NURSERY SCHOOL

Sutton-in-Ashfield

LEA area: Nottinghamshire

Unique reference number: 122458

Headteacher: Mr Bob Adams

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 9th – 12th February 2004

Inspection number: 256846

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	269
School address:	Henning Lane Alfreton Road Sutton-in-Ashfield Nottinghamshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Alan Sims
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average primary school with 269 pupils on roll, including 25 children in the Nursery class. There is an even mix of boys and girls and the rate at which pupils leave and join the school is broadly similar to most other schools. Nearly all of the pupils are from white English-speaking families, with five from mixed races. There are very few pupils with English as an additional language, who all speak fluent English. A significantly high proportion of the pupils come from disadvantaged backgrounds. A broadly average number have special educational needs, mostly moderate learning difficulties, and nearly two per cent have specific needs, including hearing and visual impairment, physical disability, and autism. Attainment on entry is below the expected level for children aged three. In 2001, the school gained the Investors in People award and the government's School Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	English as an additional language Science Personal, social and health education and citizenship
1112	Mr Peter Oldfield	Lay inspector	
19852	Mr Mike Fowler	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education
10144	Mrs Mary Marriott	Team inspector	The Foundation Stage curriculum Special educational needs Mathematics Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whilst this school provides a **satisfactory** education and gives satisfactory value for money, it is underachieving. Teaching and learning are sound overall and although standards are below average by the end of Year 6, most pupils usually do well in English and well enough in mathematics given their attainment on entry to the Nursery class and at the end of Year 2. However, in Years 3 to 6 pupils do not do well enough in science and the most able pupils underachieve in mathematics. Whilst the head teacher, staff and governors have brought about improvements to teaching and learning in Years 1 and 2 where standards are in line with those nationally, they are struggling to combat the cause of the underachievement in Years 3 to 6.

The school's main strengths and weaknesses are:

- Children get off to a good start in the Reception and Nursery classes because of good teaching.
- Achievement in English is good; standards have risen at a faster rate than nationally in this subject and in Years 1 and 2 in reading, writing and mathematics because there are clear plans about how to do this.
- Throughout the school, pupils with special educational needs do well, but in Years 3 to 6 pupils do not do well enough in science and the most able do not do well enough in mathematics. The school's plans about how to deal with this are ineffective.
- Standards in art and design are above the expected level and in information and communication technology (ICT) good resources and effective teaching have brought about good achievement and standards that are in line with national expectations.
- Good relationships throughout the school mean that pupils have good attitudes to learning and very effective behaviour management means that pupils behave well.
- Pupils' learning opportunities are enriched well through visits, visitors and clubs.

Improvements since the school's last inspection have been satisfactory. The teaching of pupils with special educational needs has improved and standards in English, ICT and art and design are higher than they were. Attainment at the end of Year 2 has improved year on year, and in 2003, for the first time, pupils started in Year 3 with attainment broadly in line with that found nationally. However, the school still does not provide well enough for the most able pupils in Years 3 to 6.

STANDARDS ACHIEVED

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

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.

Achievement is **satisfactory** overall because pupils' below average attainment at the end of Year 6 generally reflects their attainment at the start of the Nursery class and the end of Year 2. Reception class children achieve well to reach the goals they are expected to reach by the time they start in Year 1 and achievement is satisfactory in Years 1 and 2 because pupils' work is based increasingly on learning through doing. This has resulted in standards at the end of Year 2 rising from well below average in 1999 to in line with the national average now in reading, writing and mathematics. However, although pupils in Years 3 to 6 now do well in English because of improvements to

teaching, they do not do well enough in science and the most able pupils underachieve in mathematics. In particular, attainment in investigative work and problem solving is unsatisfactory and this has a knock-on detrimental effect on pupils' speaking skills, which are below the expected level. Pupils achieve well in art and design and reach above the nationally expected level, and in ICT to reach the nationally expected level. Achievement in all other subjects is satisfactory and standards are in line with those expected nationally. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils have good attitudes to work and behave well, but their attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** and teaching is **sound** overall. English, art and design, and ICT are taught well and standards are rising in these subjects because of this. In all subjects, teachers insist on high standards of behaviour and manage pupils well. Pupils rise to this and their behaviour is good. Teaching in the Nursery and Reception classes is good because of the focus on learning through observation and exploration, and tailoring work to children's needs. The increased emphasis on this approach in Years 1 and 2 has brought about improved teaching, and resulted in standards rising year on year. Whilst in Years 3 to 6 the teaching and learning are good in English and satisfactory in mathematics, teaching in science and of the most able pupils in mathematics is not good enough. This is because teaching makes insufficient use of assessment information to set the most able pupils challenging work and there is too much teacher-directed work. As a result, pupils lack independent investigation and problem-solving skills, and have insufficient opportunity to organise their thoughts, clarify their thinking, and explain what they are doing. The curriculum is satisfactory, enriched well through visits and visitors. The school takes good care of pupils' welfare, health and safety. There are satisfactory links with parents and good links with other schools in the area.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The school runs smoothly on a day-to-day basis, staff feel supported and valued, and morale is high. The governing body is well organised and meets its statutory duties fully. The head teacher, senior staff, and governors have a clear idea about what is and is not working in the school and, where they have been clear about how to do so, have brought about some good improvements, such as to the teaching, learning and standards in English, ICT, art and design, and across all subjects in Years 1 and 2. However, whilst their improvement plan identifies the need to combat the underachievement in science and of the most able pupils in mathematics, the steps by which they are to do this are not there and too long is being spent 'reviewing' the situation rather than getting on and dealing with it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with this school. They are particularly pleased with the quality of the teaching, the fairness of staff, and the way the school expects their children to work hard. Pupils are equally as happy, particularly about the fairness with which they are treated. They enjoy coming to this school because, they say, teachers listen to their ideas and help them when they are stuck.

IMPROVEMENTS NEEDED

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

- Combat the underachievement in science and of the most able pupils in mathematics in Years 3 to 6 by:
 - using assessment more effectively to tailor the work to pupils' needs;
 - providing more opportunities for investigation and problem solving and giving pupils time to clarify their thinking, organise their thoughts, and explain what they are doing;

- making sure that improvement plans identify what needs doing in order to bring about improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall; standards are below average at the end of Year 6, reflecting pupils' attainment on entry. Children in the Nursery and Reception classes do well to reach the goals expected nationally by the time they start in Year 1. Standards in Years 1 and 2 have risen over time and children achieve satisfactorily to attain standards that are now broadly average. Although pupils in Years 3 to 6 do well in English and most do well enough in mathematics, they do not do well enough in science and the most able pupils underachieve in mathematics.

Main strengths and weaknesses

- Children achieve well in the Nursery and Reception classes to reach the goals expected by the end of the Reception class.
- Standards in Years 1 to 2 are rising at a faster rate than nationally and pupils achieve satisfactorily by the time they start in Year 3 because of improvements to teaching and learning.
- Standards in reading and writing are rising throughout the school following intensive support from local education authority consultants, but pupils' speaking skills are not good enough; too many pupils struggle to explain their thoughts.
- Pupils' scientific investigation skills and mathematical problem-solving skills are unsatisfactory and because of this pupils do not do well enough in science and the most able pupils do not achieve well enough in mathematics.
- Standards in ICT are rising because of newly purchased learning resources and improved teaching.
- Pupils with special educational needs do well.
- Standards in art and design are good.

Commentary

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

Standards in:	School results	National results
English	25.8 (24.7)	26.8 (27.0)
Mathematics	24.6 (26.5)	26.8 (26.7)
Science	26.6 (27.0)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

1. Overall, the Year 6 2003 test results were below the national average in English and well below it in mathematics and science. Results in English, however, have improved since 1999 at a greater rate than nationally and most pupils now achieve well given their previous attainment; last year, more pupils at this school than in most other schools reached the higher level. Test results in mathematics have kept pace with the national upward trend for the last four years. However, last year they dropped suddenly when too few pupils reached the higher level. In science, whilst results remained stable for three years running, they declined slightly between 2001 and 2002 and again between 2002 and 2003.
2. Although too many pupils in Years 3 to 6 still attain below the expected level and standards are too low, they are improving in English because support from the local education authority literacy consultants has meant that the school has been clear about what to do to raise attainment in reading and writing. In mathematics, whilst most pupils do well enough to reach the expected level the most able pupils do not and there are not many pupils currently working

at the higher level; problem-solving skills in particular are underdeveloped. Science standards are too low. Pupils' understanding of science is shaky and achievement is unsatisfactory because the work is not adapted for differently attaining pupils and not enough of it is based on learning through investigation and exploration.

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

Standards in:	School results	National results
Reading	15.6 (14.9)	15.7 (15.8)
Writing	15.2 (15.2)	14.6 (14.4)
Mathematics	15.9 (15.5)	16.5 (16.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

3. In Years 1 and 2, standards in reading, writing, mathematics and science are broadly as expected nationally and pupils' achievement is satisfactory overall. The Year 2 test results in reading, writing and mathematics have improved over time at a greater rate than in most other schools. This is because effective leadership and management of Years 1 and 2 promote well the concept of pupils learning through exploration and observation. Increasingly, because of this, many of the activities in Years 1 and 2 involve pupils in doing things rather than listening to the teachers talking and then writing things down. This makes the work meaningful and pupils' knowledge and understanding long lasting.
4. Children of all abilities in the Nursery and Reception classes do well. Most of them reach the goals expected for their age by the end of the Reception year, and many exceed them in personal, social and emotional, creative, and physical development. This is because their work is tailored to their needs and based on learning through observation and exploration. Exciting activities enthuse children and because of this they do well in lessons and over time.
5. Similarly, pupils with special educational needs do well because, in withdrawal sessions, teaching carefully matches the work to pupils' needs and, because it is relevant, these pupils progress well. Similarly in lessons, pupils with special educational needs are supported effectively and although the work is not always tailored to their needs, support from teachers and other adults means that they understand what to do and how to do it. Sessions outside the classrooms to boost the learning of the least able pupils are equally as successful and very good teaching enhances the learning of these pupils and increases their chances to reach the expected level.
6. Standards in speaking are below the expected level at the age of eleven. The older pupils in particular struggle to organise their thinking and explain their thoughts because they have insufficient opportunities to talk about what they are doing using subject-specific vocabulary, particularly in mathematics and science. Whilst the senior managers have identified this as an area for improvement; teaching does not promote speaking skills well enough and makes insufficient demands on pupils to explain what they mean more clearly.
7. Standards in ICT have improved due to the recent purchase of new resources, which give pupils good opportunities to use computers and other ICT equipment such as microscopes linked to computers, cameras and tape recorders. Standards in religious education, design and technology, geography, history, music and physical education are as expected nationally by the age of seven and eleven; achievement is satisfactory. Standards and achievement in art and design are good because of effective teaching and specialist support from the local secondary school staff.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good and their spiritual, moral, social and cultural development is satisfactory. Although improving year on year, attendance rates are well below the national average and unsatisfactory.

Main strengths and weaknesses

- The greater majority of pupils enjoy coming to school and take an active part in what the school offers.
- Pupils display good attitudes to work and their confidence and self-esteem are well developed; relationships are good.
- There are good systems in place to ensure that the school deals with inappropriate behaviour.
- Not all parents support the school's efforts to raise attendance and because of this rates remain well below the national average.

Commentary

8. The caring and friendly environment promoted by the school is central to its ethos that the child is the centre of the educational process.
9. The attitude of most pupils is good. Pupils of all ages behave well in lessons and around the school, and they are always well supervised by teachers and other adults. This contributes effectively to the strong relationships enjoyed throughout the school.
10. As part of the school's good provision for improving pupils' social development, pupils of all ages are encouraged to contribute to the life of the school. The school council meets regularly and pupils' views are heard and acted upon. For example, because of their suggestions new equipment was purchased for playground games. There is a good range of strategies that the teachers use to reward academic and personal achievement and to which pupils aspire, such as being the 'star of the week'. School, classroom and playground rules are displayed well; pupils understand these and respond well to them. A good priority has been given to raising pupils' self-esteem, thus for younger children, birthdays are celebrated in assemblies and older pupils take a good part in the life of the school by undertaking a variety of jobs, including keeping the garden smart, collecting litter, and contributing to the work of the school council.
11. The spiritual dimension of assemblies always allows for a moment of reflection, and incorporates strong moral messages. Pupils know the difference between right and wrong due to good moral and social development opportunities. Cultural provision is satisfactory with a number of attractive displays, which promote multi-ethnicity and different cultural heritages, such as the particularly large mural of 'Jazz', by Henri Matisse. However, the pupils do not visit different places of worship or centres and this important aspect of knowledge of modern society is missing from their experiences.
12. Incidents of inappropriate behaviour are recorded appropriately. There have been no racist incidents, reflecting the good relationships that exist. Class teachers have initial responsibility for meeting pupils' pastoral needs, with the head teacher becoming involved in more serious incidences of pupils being unhappy or behaving inappropriately, of which there are very few. There have been no exclusions.
13. Attendance is unsatisfactory, well below the national average, affected mostly by the uneven attendance of the younger pupils. The school has recently improved its systems for recording punctuality and absences, but some parents do not fully support the school in its efforts to encourage attendance, including 'highest class of the week' awards, and this restricts the progress their children make and dampens pupils' enjoyment for learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.5
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. It is good in the Nursery and Reception classes because, as well as being based on learning through observation and exploration, the work is tailored to children's individual needs. Similarly in Years 1 and 2, teaching and learning are sound because pupils learn through doing, which makes their work meaningful, and standards are rising. However, in Years 3 to 6, whilst the provision is satisfactory overall and good in English, it is unsatisfactory in science and for the most able pupils in mathematics.

Teaching and learning

Teaching and learning are satisfactory. They are good in the Nursery and Reception classes and satisfactory elsewhere. Assessment is unsatisfactory in Years 3 to 6 because, whilst teachers gather adequate information about pupils' learning, they make too little use of it to tailor the work to meet the needs of the differently attaining pupils. Whilst senior managers make adequate checks to see how well pupils are doing, they make insufficient use of what they find out to set challenging enough targets for the most able pupils in order to drive up standards.

Main strengths and weaknesses

- Good teaching in the Foundation Stage means that children learn well because teachers and nursery nurses have a good understanding about how young children learn and tailor the work well for them.
- Standards are rising in Years 1 and 2 because of good emphasis on children learning through first hand experience, but this is not the case in Years 3 to 6, where the teaching of investigational science work and problem solving in mathematics is unsatisfactory.
- Teaching and learning in reading and writing are improving in Years 1 to 6 because teachers have a clear idea about what they can do to improve teaching. However, teachers are not good enough at developing pupils' speaking skills.
- Pupils with special educational needs are supported well in sessions outside the classroom because at these times work is matched well to their needs. In contrast, however, Years 3 to 6 pupils are not taught well enough in science and the most able pupils are insufficiently challenged in mathematics.
- Teachers manage pupils' behaviour very well; good relationships throughout the school mean that pupils behave and concentrate well.
- The teaching of art and design is good and is supported well by specialist teaching.
- Low demands are made on pupils to present their work neatly and pupils are not sure enough about how to improve their work because the comments teachers make in their workbooks do not help them.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (13%)	20 (53%)	10 (26%)	3 (8%)	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.

14. Although a high number of the lessons seen were good, many of these were in the Foundation Stage, some were in sessions outside classrooms for pupils with special educational needs, and a good many were in English, where good and rapidly improving teaching is bringing about rising standards. This is due to effective support from local authority consultants who have worked closely with teachers and suggested effective ways in which they can raise standards, such as through more focused guided reading and writing sessions and incorporating bridging units between key stages. However, the promotion of pupils' speaking skills is not good enough. Many pupils struggle to organise their thoughts and explain their thinking, and the opportunities for them to practise this skill are infrequent. Too often teachers accept pupils' jumbled explanations without asking them to think more carefully about how they could phrase explanations differently and more clearly. Whilst this does not affect too greatly their standards in writing because they are encouraged to take time to think more carefully about what they write, in mathematics and science they are asked to explain what they are doing as they do it, but with insufficient time to think about their responses.
15. Effective teaching in the Nursery and Reception classes means that children do well and most of them are on course to reach the goals expected by the end of the Reception class. This is because their learning is exciting and based on them exploring and observing things happening. This way of teaching is filtering through into Years 1 and 2 because of good leadership and management by the Key Stage 1 co-ordinator and here, standards are rising.
16. The teaching of English in Years 3 to 6 is good, but the teaching of science and the most able pupils in mathematics is unsatisfactory resulting in these pupils underachieving. Pupils of all abilities usually do the same work. Their work in science is not based on acquiring knowledge and understanding through investigations and most of the science experiments are planned and carried out by the teachers, watched by the pupils. Similarly in mathematics, children have insufficient opportunities to solve real-life problems to make their work more meaningful and because of this do not know how to use and apply their mathematical skills in different situations.
17. Pupils with special educational needs are taught well because the work is tailored to their needs, especially in the sessions outside the classrooms. Here, lively teaching and sensitivity towards pupils make them want to learn, and because they are taught in small groups the attention they get is very focused and effective. In lessons, although they are usually given the same work to do as their average attaining classmates, teachers and classroom assistants check that these pupils understand what to do and how to do it and although they do not complete as much of their work as the more able pupils, they manage to do some of it.
18. Relationships are good and teachers manage pupils' behaviour very well. Although sometimes the work in Years 3 to 6 is uninspiring and does not involve pupils enough, there are very few occasions when pupils take their minds off what they are doing or what the teacher is saying. When they do, teachers quickly notice and successfully bring pupils back with a look or a gesture. However, pupils have little idea about how to improve their work because comments written in the pupils' workbooks by teachers do not say what pupils have done well and what they can do to improve their work next time. In addition, teachers accept untidy work from the pupils and do little to encourage them to present their work with pride.

19. The teaching of art and design is good and because of this the standards pupils reach are above those expected nationally. This is because skills are taught well and pupils are shown how to apply them to their own artwork. Specialist support from local secondary school staff helps show teachers what to do to improve pupils' art and design skills and the quality of the artwork in Year 6 in particular is exceptional.

The curriculum

The school provides a broad range of learning opportunities that cater for the interests and the needs of most pupils, with the exception of, in Years 3 to 6, science and the most able pupils in mathematics. Satisfactory use of national subject teaching guidelines ensures progressive learning. Curriculum enrichment is good and accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- Learning opportunities are enriched through a good range of visits, visitors and clubs and opportunities for pupils to perform in front of others, enhancing, in particular, pupils' physical and social skills.
- There is good curriculum provision for pupils with special educational needs because work is tailored to their needs in small group work outside the classroom and they have effective support in lessons.
- Learning opportunities in the Foundation Stage are effective because they are based on learning through first hand experience. This is filtering through into Years 1 and 2, where standards are rising year on year.
- However, curriculum development is too slow in Years 3 to 6 because staff are unsure about how to bring about the improvements already achieved in Years 1 and 2 and there are not enough mathematical problem solving activities or scientific investigative work.

Commentary

20. The good range of after-school activities is well attended and available to pupils of all ages. Pupils' performances of Shakespearean plays enhance their understanding of English cultural heritage and their participation in interschool sporting events improves their physical skills. Residential and daytime visits to places of educational value such as that by the Year 5 pupils to the local sewage purifying works add to pupils' general knowledge and stimulate their interest in learning.
21. Relevant learning opportunities for pupils with special educational needs, based appropriately on their assessed needs, means that these pupils do well. Effective support outside the classrooms for these pupils and those who need an extra boost to their learning at particular times throughout the year raises their self-confidence because it ensures success. Similarly, in the classrooms teachers and classroom assistants make sure these pupils know what is going on and help them with the work. The curriculum in the Nursery and Reception classes is as good. Learning is exciting and classrooms are hives of activity as children engage in purposeful work and play. This is because learning is based on children acquiring the skills they need to learn, such as investigation, exploration, and communication. There are lots of things for the children to do, and in the Reception class in particular for them to look at and touch.
22. This approach to the curriculum is promoted by senior managers and is now developing in Years 1 and 2, but not yet well enough in Years 3 to 6 where plans for pupils to become engaged in scientific investigations and mathematical problem solving do not always come to fruition. The work does not challenge the most able pupils well enough because curriculum plans pay insufficient attention to who these pupils are and what they need to do to move on quicker than their slower learning classmates. Although teachers sometimes identify in lesson plans, for example, that "careful questioning will extend the learning of the most able pupils", these questions often go unasked and these pupils do no more than the others.

Care, guidance and support

The provision for pupils' well-being, health and safety is good. There are good opportunities taken to seek and take the views of pupils into account. The provision of support, advice and guidance is satisfactory.

Main strengths and weaknesses

- The school tracks any changes in pupils' performance that may reflect emotional or family problems.
- Procedures to ensure pupils' care and welfare are good.
- Arrangements for seeking, valuing and acting upon pupils' views are good.

Commentary

23. Pupils feel secure at the school because of the high level of care and good relationships. Arrangements for child protection are very good and systems for ensuring pupils' welfare are good. The head teacher is responsible for child protection and deals with such issues very well. A first-aider has been appointed, most staff have had specific training and minor accidents are recorded in appropriate detail and dealt with in a safe and kindly way. All appropriate testing of equipment is done to ensure that the school is safe, and regular fire drills are held.
24. Pupils like their teachers and most say that there is someone to whom they can go if they are worried about anything. Most pupils have access to satisfactory support in their academic work. Staff try to keep aware of, and be sensitive to, any difficulties pupils encounter outside school that may affect their performance in school, teachers' comments in pupils' workbooks do not tell pupils what they have done well and what they could do to improve their work next time. In contrast, individual education plans for pupils with learning difficulties are precise and related to their specific needs.
25. The school values and respects the opinions of its pupils. Older pupils are involved in class councils where opinions are gathered and conveyed by representatives to the school council. A head boy and girl are involved in liaison with the head teacher about issues raised in class discussions and in the school council meetings. Because the school welcomes and supports their views, pupils' confidence and self-esteem are raised, and they are very happy to be involved.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents. There are satisfactory links with the community and good links with other schools and colleges.

Main strengths and weaknesses

- There is a strong link with the local technical college and other local primary schools.
- The school has a good system to seek and take account of parents' views and observations.

Commentary

26. The school has a satisfactory partnership with the great majority of parents. Generally they are happy with the work of the school. Because they are confident that the school helps their children, they support the provision of homework and the work of the home-school association.
27. The school values and seeks the views of parents through questionnaires and parent meetings. Class teachers have good contacts with parents on a daily basis, a larger than average number of parents help regularly in classes, and parent governors have good knowledge of the school. The school supplies a good range of letters and newsletters and provides good information about what is going on in the form of documents and letters. Reports about pupils' progress

give good information about what pupils know, understand and can do, although they do not contain specific information about what pupils can do to improve their standards.

28. There are satisfactory links with the local community. An active home-school association holds regular social and fund-raising events. Whereas parents support events, which have provided good resources for the school, they do not appear to be actively involved. The very strong family of schools supports a close link with the local technical college, who has provided good technical support to these primary schools. This close co-operation between primary schools has allowed training and funding opportunities, particularly in ICT, sports and art and design.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all satisfactory. The head teacher provides sound leadership and senior managers and subject leaders make a satisfactory contribution to the work of the school. The governing body supports the school well and fulfils its statutory duties fully.

Main strengths and weaknesses

- The head teacher, staff and governors are committed to improving teaching and have brought about a rise in standards in some subjects and year groups because they have been clear about what to do. However, their plans to deal with some underachievement in Years 3 to 6 lack precision and improvements have been slow.
- Relationships between the school's managers, staff, parents and pupils are cordial and characterised by mutual respect; morale is high.
- The governing body is well organised and works well together to support staff, pupils and parents.
- The school runs very smoothly, enabling teachers to get on with their work with pupils.
- Effective management of Years 1 and 2 has led to an increased emphasis on teaching children to learn through first hand experience and this has led to an improvement in standards. However, some subject leaders do not have the opportunity to find out what is happening in their subjects and this means that their contribution to improvements and their preparations for senior management are limited.

Commentary

29. The carefully considered efforts of the head teacher have led to a caring, inclusive school in which staff and pupils value his guidance and support. The encouragement and development of positive relationships between staff, governors, parents and pupils have resulted in a secure learning environment where everybody feels valued. Staff work hard and are committed to providing activities that meet the needs of pupils, particularly those with learning difficulties. They are supported well by the smooth school administration, which frees their time to work with the pupils. Morale is high and there is a good team spirit.
30. The senior management team meets regularly to plan developments and this has contributed effectively to school improvement in English, ICT and Years 1 and 2. This is because the leaders of these subjects and year groups know what is going on and have clear ideas about what to do to improve provision. However, other subject leaders have little opportunity, if any, to observe what happens in classrooms. Their professional development is limited, and the support they give teachers to improve their teaching is not as good as it might be.
31. The management of the provision for special educational needs is good. The co-ordinator checks on the learning of these pupils and makes sure that they are included in lessons and very well supported by learning support staff. Good management of Years 1 and 2 means that improvements in these year groups are rapid; standards have risen year on year since 1999. The team leader has clear ideas about what good teaching and learning look like and how young children learn through observation and exploration. With her and the head teacher's

encouragement, this approach is filtering through to Years 1 and 2 from the Nursery and Reception classes, where it works well.

32. Standards, however, have been variable in Year 3 to 6, rising in some subjects, and rising and falling in others. Where they have risen overall, as in English and ICT across the school, success has been achieved mainly by giving teachers ideas about how to organise and support teaching and learning more effectively. However, there are some subjects, particularly mathematics and science, where improvement is too slow, mainly because the school improvement plan lacks detail about what to do to raise standards.
33. The governing body is very supportive of the school and fully committed to remedying the weaknesses and understanding the strengths. Governors are keen to ensure that pupils with special educational needs get appropriate support. A number of governors visit the school on a regular basis and consequently have good knowledge of what is going on. They receive appropriate training in order to keep up to date and increase their effectiveness. The budget is carefully prepared and the governors ensure that they get, and that the school gives, value for money by comparing their results with those achieved nationally, looking at their spending patterns compared with those of other schools, and implementing effective tendering procedures. They challenge the requests of the head teacher and ask for clarification of issues they do not understand. They ensure that all the statutory requirements are met.
34. The table below shows that the school carried forward a large sum of money from last year into this. Over half of this, however, was committed to enhancing ICT resources, paying for staff training, and part-funding the building of new classrooms.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	601768
Total expenditure	591948
Expenditure per pupil	2217

Balances (£)	
Balance from previous year	53632
Balance carried forward to the next	63452

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The attainment of children entering the Nursery is below that found in most other schools. Children achieve well in all areas of learning in both classes because the teaching is consistently good in the Nursery class and very good in the Reception class. Another reason for the good achievement is that the curriculum is well planned with different areas of learning being integrated and therefore reinforcing learning. Teachers and support staff know the children well and have a good understanding of how young children learn through observation and exploration. Consequently, there is a good blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children.

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 groups of children are very well met. By the time the children leave the Reception class most of them exceed the goals they are expected to reach in personal, social, emotional, creative, and physical development. They reach the goals they are expected to reach in all other areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults work well together to set children good examples of how to get on with others.
- There are very good opportunities for children to develop independence.
- There are very positive relationships in both the Nursery and Reception class.

Commentary

35. The good and very good teaching in this area of learning is based on adults' very high expectations of politeness and good behaviour which are constantly reinforced. Children's ability to work and play alongside each other moves along very well, as does the development of their independent skills. By the time they enter the Reception class children's confidence has developed well so that they are ready to develop their learning further. The classroom has a warm and welcoming atmosphere in which young children feel safe and secure. They very quickly learn to follow rules and routines, so that by the time they start in Year 1, most have achieved the early learning goals for their age and some have achieved beyond this. When they set off on their tasks, they show interest and share resources well. They respond quickly when gathered together on the carpet and play happily with the many stimulating activities that are there for them to explore and investigate. Children learn to tidy away the things that they have been using, with a minimum of fuss.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good in this area of learning, and teachers provide many opportunities for children to develop these skills.

Commentary

36. Most children are on course to achieve the early learning goals by the time they leave the Reception class and a few will be working within the early stages of the National Curriculum. Good emphasis is placed on speaking and listening from an early age and this contributes positively to the standards reached. Children enjoy listening to stories such as 'Pass the jam, Jim', which was used very effectively to stimulate children's imagination and developed their speaking skills well. Adults take time to develop and encourage children's listening skills and to develop and extend their vocabulary. Children practise letter sounds found in words and the game 'Sound Hound' helps them and makes their learning fun. This is a very effective way in helping them to learn to write new words. Teachers take care to provide many opportunities for children to learn to write, for example in the class shop children are encouraged to write lists for their shopping, and at the writing tables in both the Nursery and Reception classes children are given many opportunities to write for themselves. Children are encouraged to read from an early age. The Reception class is a rich, stimulating learning environment where words and letters are found in abundance. All children in this class have already embarked on a systematic reading scheme and take delight in choosing their next book to read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

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

Commentary

37. Children make good progress because of good teaching and learning. Most are on course to reach the early learning goals by the time they leave the Reception class. Children learn to say and use number names and rhymes and enthusiastically sing their favourite rhymes and songs and this reinforces their learning. Children use the number line to find different numbers to 20. In the 'job room' children listened carefully as the teacher explained the task; children were learning to identify different coins so that they could shop at the class shop. In one very good lesson, children were keen and eager to learn and applauded each other when they tried to find answers; all of them simultaneously called out "Good try", which was a reflection of the caring and happy atmosphere which prevailed in this classroom. Group activities relate to number and to a range of other activities, which children choose from. This stimulating learning environment ensures that all children learn in many different ways and helps them to understand how their learning is linked. Mathematical language is emphasised and is woven into everyday activities as adults support children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very good range of activities supports learning well.

Commentary

38. Achievement is good and most children are on course to reach the goals expected nationally by the end of the Reception class. In the Nursery class, children used their senses as they explored ice; they added corn flour to water and touched it to see what it felt like, and they picked up differently shaped ice cubes to feel how heavy they were. They were encouraged to

tell other children who came to join the group what they had done and this developed their thinking skills well. The nursery nurse had put a spider and a crab inside a block of ice. Children enthusiastically tried to discover what was inside the ice. This good session developed children's skills well. Similarly, in the Reception class, children used their senses as they tried to discover what the mystery item was underneath a cloth. Many activities are provided for children to investigate; for example, they were involved in a huge variety of tasks centred around fruit and vegetables and different foods. Children in both classes are given many opportunities to play with a range of small toys and building bricks. ICT skills are learnt, practised and reinforced as children use the classroom computers.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the indoor and outdoor learning areas to enable children to move with confidence and show a developing awareness of space.
- Their fine control for handling pencils and paintbrushes is developing well.

Commentary

39. Teaching is good in this area of learning and because of this children make good progress and their attainment is good. Children use the school hall and the outdoor learning area well and most of them are on course to achieve the early learning goals by the time they leave the Reception class. A few children are likely to exceed them and be working at the early stages of the National Curriculum. In the 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 ball skills. In the outdoor learning area children extend and develop their skills as they learn to manoeuvre their wheeled toys and play on large equipment. They develop their manipulative skills as they handle dough, scissors and small toys. All staff carefully develop children's fine manipulative skills and children are given many opportunities to work with a good range of tools.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Creative skills are developed very well through a wide range of interesting activities.

Commentary

40. Teaching and learning are good overall and children do well. Most of them are on course to exceed the goals they are expected to reach by the end of the Reception class. Children express their feelings through exploring a wide range of interesting materials and media, music and movement, story making and imaginative play. Very good resources have been assembled to enable them to do this. Artwork on display is stimulating and enhances the learning environment well. During a very good lesson, children had drawn a plan to help them to decorate their cereal box; they painted the background and added detail using oil pastels. A very good discussion on how to soften the lines of the milk bottle took place with the end result very pleasing. Writing skills were developed as children answered questions about their model and this helped them to understand how their work is linked together. Different music plays each week. This is because the class are listening to dance music from different cultures; during the inspection children were listening to Spanish music and this was developed in their physical

education lessons where they were learning some simple Spanish dance steps. In their music children learn a range of rhymes and songs and sometimes act these out as they sing.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and as a result pupils achieve well and standards are rising.
- The provision for pupils with special educational needs is good and these pupils make good progress.
- The subject leader gives teachers good practical support, by introducing new approaches to learning, which interest pupils and ensure that they learn.
- Literacy skills are developed well in other subjects.
- There is insufficient support for the development of speaking, and pupils' progress is limited.

Commentary

41. Standards in reading and writing in Years 1 and 2 have risen over time and are now as expected nationally by the end of Year 2. Although standards in Year 6 are still below the nationally expected level, they are improving over time and achievement is good based on how well these pupils did at the end of Year 2. This is because the subject leader supports staff well and she has used the ideas from the local authority consultants effectively and imaginatively to develop a range of new approaches such as using interactive books on computers to promote reading skills and the use of writing frames to help pupils with story construction. The quality of teaching and learning is improving because of the good teamwork between teachers and learning support staff and they all know the children well.
42. A good feature of all the lessons seen during the inspection was the way teachers shared the learning intention with the pupils at the start of each lesson so that pupils knew what they were doing and understood the purpose of working hard. The challenges introduced by teachers' questioning urged pupils to think more carefully about what they were doing, and the support given them by the adults when they were working independently helped them to succeed. Lesson time was used well and pupils responded eagerly to instructions and were keen to learn.
43. Pupils with special needs are supported well by teachers and learning support assistants and because of this make good progress. The teachers make good assessments of the difficulties encountered by pupils and set them work that help them to overcome them. Consequently, pupils integrate well into mainstream classes after short-term support in withdrawal groups. Extra classes and additional literacy lessons are provided to boost the learning of some pupils and these have a direct and positive impact on their achievement.
44. Standards in speaking are below those expected nationally, throughout the school, and many pupils are not able to explain their thoughts effectively to others. There are too few planned opportunities afforded to pupils across the curriculum to develop these skills through the use of challenging questions and opportunities to reframe replies and say things in different ways.

Language and literacy across the curriculum

45. In contrast, there are good opportunities for pupils to use and develop their reading and writing skills across the curriculum, as when the use of stories from other cultures was included in a lesson in Year 4 about the festival of Diwali. Pupils use books to find out about different things,

such as planets in Year 5, and computers to search for and download data on a variety of things, such as historical periods and different places around the world.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The national subject guidelines are used well throughout the school.
- Pupils enjoy their lessons and have positive attitudes to their learning.
- The most able pupils are insufficiently challenged in Years 3 to 6 because teachers make insufficient use of assessment information to tailor the work to meet their needs.
- Pupils' problem-solving skills are unsatisfactory.

Commentary

46. Teaching is satisfactory; there was some good teaching seen. In the best lessons, teachers are comfortable with the subject and explain new learning clearly. They know what to teach and when to teach it by using the national teaching guidelines and as a result most pupils achieve what is expected for their age. However, standards are below the national average by the end of Year 6, mainly because the most able pupils in Years 3 to 6 are insufficiently challenged by the work they are given. This is because teachers do not use assessment information well enough to set work for these pupils from the higher levels. In addition, because they do much less practical work than their younger schoolmates, their problem-solving skills are underdeveloped. Nevertheless, based on how well these pupils did at the end of Year 2, and with the exception of the most able, they are achieving as well as could reasonably be expected.
47. Standards at the end of Year 2 are broadly average and are rising because teachers in Years 1 and 2 focus appropriately on practical work and pupils learning through investigation and exploration, an approach that is filtering through from the Nursery and Reception classes and encouraged by effective leadership and management. Pupils achieve satisfactorily by the time that they start in Year 3 because of improvements to teaching and learning.
48. Where teaching is good, teachers help pupils understand how well they are doing and what they need to do next. Teachers set sensible, achievable targets. This motivates pupils to do well as they learn through exploration and investigation. Teachers expect pupils to behave well and ensure that those with special educational needs have appropriate support. Because of this, pupils' attitudes to learning are good and they enjoy their work.
49. The leadership and management of the subject are satisfactory. Teachers and support staff are comfortable in what they do because they have received training in the subject. However, the co-ordinator does not regularly observe colleagues teaching and so does not have a full insight into the strengths and weaknesses of the provision. This makes it difficult for him to contribute to management decision, to remedy weaknesses and to share good practice throughout the school.

Mathematics across the curriculum

50. Mathematics is used satisfactorily to support work in other subjects. It supports pupils' social development well as pupils work collaboratively together. For instance, the lesson in a Year 3 class, where pupils were learning to locate position on a grid, not only developed pupils' numeracy skills well, it also developed their social and cultural experiences and knowledge and understanding of maps, so that they were able to plot given facts onto a map of the area in which they live.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 do not do well enough in science because teaching is not based on learning through investigation; pupils' knowledge and understanding are shaky because of this and standards are too low.
- Work is not suitably adapted for pupils who learn at different rates, affecting the learning of the most able pupils in particular.
- The subject leader knows what is and is not working, but has not checked on whether or not the weaknesses identified have been or are being remedied.
- Pupils' inability to explain their thoughts and scientific processes is not supported well enough by teachers, who do little to promote pupils' speaking skills in lessons or guide pupils when writing up investigations.
- Pupils have good attitudes to science and behave very well in lessons, even when they sit sometimes for up to an hour watching the teacher carrying out an investigation and the next hour writing about it.
- Curriculum planning does not ensure that concepts taught one year are revisited and consolidated the following year and because of this pupils forget some of the things they have been taught.

Commentary

51. Standards at the end of Year 2 are broadly in line with those expected nationally and pupils do well enough in Years 1 and 2 given their attainment at the start of Year 1. Investigative work secures their understanding because it makes the work meaningful and pupils can see the purpose of what they are doing, such as flying kites outside in the playground and sailing boats in the water tray when learning about forces and making electrical circuits. This is not the case in Years 3 to 6, however, where the teachers conduct most of the investigations with pupils watching. Pupils copying out scientific facts, criticised in the last inspection report, does little to promote active learning. Whilst pupils retain some of this factual information, their understanding is not as good as it could be, their knowledge is short lasting, and standards are too low. For example, Year 6 pupils' vague recollection of their work on liquids, solids and gases shows limited understanding of changing materials through heating and cooling, and their muddled explanations of the earth and space show little understanding about physical phenomena. They have little knowledge about electricity other than how to make a circuit in order to make a bulb light up and when asked to name something that electricity can travel through, they replied "walls".
52. Teaching is sound in Years 1 and 2 because pupils learn through doing and because of this their knowledge is secure and standards are satisfactory. Teachers throughout the school generate excitement through experiments and enthuse pupils in the investigation part of lessons. The most successful lessons seen were those in which pupils did the work, such as in Year 5 when pupils made up their own questions to ask about different planets and then found out the answers through research in books and on the Internet. The least successful were those in which teachers did the work and pupils watched and then wrote up what they had seen; unfortunately this happens too often in Years 3 to 6, where the teaching is unsatisfactory.
53. Nevertheless, pupils of all ages usually behave very well in lessons. Pupils in Years 1 and 2 enjoy the practical way in which science is taught, such as when they sailed boats that they had made in design and technology in the water tray to test different ways they could make them move across the water. However, in Years 3 to 6, although pupils enjoy investigating things or watching teachers carry out experiments, they find the writing up of what they have done or seen the teacher doing "boring". This is because they do not see the point of it. They do not see themselves as scientists and do not understand why they should write up an

investigation other than to “prove that we have done it”. Their understanding of scientific reporting is weak because they are asked to describe what they or the teacher has done at the end of the experiment rather than whilst it is going on. This means that they do not explore findings as they go along, change the course of their investigation as they discover new facts, or spot patterns that emerge during the investigation from which to draw conclusions.

54. Throughout the school, but particularly in Years 3 to 6, all pupils usually do the same work and too little is done to extend the learning of the most able pupils. Curriculum planning is haphazard with teachers choosing topics through which to teach the science curriculum. Although the subject leader checks that everything that should be taught is taught, there is too big a gap between an idea being taught and then extended or consolidated; knowledge has been forgotten and understanding lost. Subject language is not promoted well enough by the teachers who accept too readily pupils’ jumbled explanations without asking them to explain things more clearly using correct scientific terminology, and because of this, pupils do not use subject vocabulary well enough. They have no idea, for example, what the words ‘translucent’ and ‘opaque’ mean, and they struggle to explain how shadows are formed and motion is affected by forces.
55. Subject leadership is unsatisfactory. By checking on what was happening, the subject leader has a good idea about what needed improving, but there is no clear step-by-step action plan to help teachers see how improvements can be made. The subject leader has not checked rigorously enough that improvements identified have been brought about and there has been insufficient improvement since the last inspection; the most able pupils still do not do well enough and pupils are still copying out facts from the board.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above the nationally expected level by the end of Year 2 and in line with it by the end of Year 6 because of the good quality of teaching and the use made of the expertise of support staff.
- The subject is well led and pupils’ progress is carefully monitored. There is a well-focused subject development plan, which ensures that everyone knows what is expected of them in developing the provision.
- There are good quality resources including computers linked to the Internet, an interactive whiteboard, a computer suite and laptops available in classrooms.
- The subject is used effectively across the curriculum and by children with special educational needs.

Commentary

56. An effective programme of staff training, the good use made of support staff and the development of a range of resources, have all made major contributions to the pupils’ good achievement and improvement in provision since the last inspection. Staff are now confident users of ICT and, because of effective use of the subject teaching guidelines, know what to teach to pupils in each year group. As a result, although Year 6 pupils are still catching up on skills, standards are rising.
57. For example, in Year 2 children use a painting program, produce banner titles, label drawings and mix pictures with text effectively, whilst by Year 4 they design plans, present poetry, chart scientific data and produce informative charts. In Year 5 children input data into a database accurately, search the information and create appropriate graphs to present it in different formats. The wide variety of work seen in school shows that pupils are offered good levels of

challenge to develop their skills. The timetable for use of the ICT suite and laptops enables staff to make sure that all pupils have an equal opportunity to access the technology available.

58. Teachers are comfortable and confident when teaching ICT and they are good at it due to the level of support and training they have received. This good teaching is having a direct impact upon the learning and achievement of pupils. The subject leader gives good support to all staff and this good leadership means there is a carefully constructed development plan, which is evaluated as it progresses. Hence everyone within the school knows the part they have to play in raising standards.
59. Resources within the school have been well developed; they are used well and effectively and are contributing to motivating pupils and hence raising standards while opportunities are used to develop the use of ICT across the curriculum.

Information and communication technology across the curriculum

60. As well as teaching skills in the subject through weekly timetabled computer lessons, teachers identify opportunities for pupils to use the ICT skills they have learnt to support their work in other subjects. For example, Year 4 pupils add adjectives and adverbs to a suitable text in literacy and pupils of all ages use word-processing skills to write stories, poems and invitations and headings for project work.

HUMANITIES

During the inspection, **history** and **geography** were not a focus for the inspection. No history lessons were seen and only one geography lesson. As there was a limited amount of work available, there is insufficient evidence to form an overall judgement about provision in the subject. The curriculum is satisfactory and enhanced by visits to broaden pupils' learning. Geography makes a contribution to pupils' personal development by raising their awareness of other cultures and societies.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The insight pupils gain into different religions and major world faiths contributes well to their learning in religious education and to their personal development.

Commentary

61. Standards since the last inspection have been maintained and are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. All groups of pupils achieve satisfactorily. Pupils in Year 1 and 2 appreciate the importance of special festivals, for example Christmas, and the events in the life of Jesus. As they move through the school, pupils build on their earlier experiences. They study other major world faiths and begin to understand that each religion has its own signs and symbols which can be physical objects, and that people celebrate their own beliefs. They learn to accept that different people believe different things and that everyone has the right to live their life the way they want to, providing it does not adversely affect the lives of others.
62. Teaching and learning are satisfactory. In Year 4, for example, pupils were beginning to understand the traditions involved in Diwali and at Hindu weddings. This lesson was suitably enriched as pupils designed and painted a Mendhi pattern onto their hands. Teachers make good use of religious books and artefacts to teach signs and symbols of different religions.

63. The subject is satisfactorily led with some clear, well-thought-out aims for improvement. The management of the subject is at an early stage of development as the co-ordinator is just beginning to implement the new locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one **music** lesson was seen. The quality of singing was good. Pupils joined in enthusiastically and sang in tune and pronounced all the words well. They enjoyed the lesson, which was supported well by a member of the school community who played the keyboard. Insufficient work was seen in **design and technology** to make an overall judgement, but the work that was seen was of a satisfactory standard. No lessons in **physical education** were seen during the inspection but a range of activities takes place, both during and outside the school day.

Art and design

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

Main strengths and weaknesses

- Standards are above average throughout the school because of good teaching.
- Teachers have a good subject knowledge, which they pass on effectively to pupils.
- Pupils are very interested and work well together on artistic projects.
- The work produced by pupils is well displayed around the school; it contributes to a stimulating environment and generates pupil interest.

Commentary

64. Visitors to the school are immediately attracted by the colourful and exciting range of good quality art and design work on display. For example, the Year 6 chalk drawings of an industrial landscape in the style of Lowry are of exceptional quality, portraying atmosphere through the use of line and black and white imagery. Year 5 pupils have produced an interesting display of good portrait drawings and Year 4 pupils have produced good quality work in the style of Andy Warhol and Paul Kazan. Younger children have produced eye-catching work of sunsets and silhouettes, and pattern investigations based upon their observations of machine parts. All the work seen was of a standard above that expected for the age of the pupils.
65. Good use is made of specialist expertise from the local secondary school and pupils in Year 6 engage in very creative artwork led by staff from this school. This benefits teachers too, as they watch and join in these lessons and learn different art skills and how to teach them from the expertise of their colleague. The resulting good subject knowledge of many of the teachers is evident in the work produced by pupils.
66. Pupils throughout the school enjoy their art and design and take a pride in what they do, working together well and in a co-operative way. They are able to reflect upon each other's work and make constructive and supportive remarks about how they could improve what they have done.
67. The subject is effectively led and managed. Although several staff specialise in the teaching of art and design, they all benefit from clear subject guidelines which tell them which skills to teach and when to teach them.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There are constant reminders around the school for pupils to think of others and behave well and because of this relationships are good.
- Pupils are made to feel special when others are asked to think of what special qualities they have.
- Assemblies are times for seeking pupils' views, and reflecting on life skills, such as tolerance of others and friendship.
- There are no subject guidelines to help teachers to know what to teach and when to teach it.

Commentary

68. Pupils' social development is promoted well through constant reminders for pupils to remember school rules and to always think of how what they do can affect the lives of others. Daily reflection times in assembly give pupils good opportunity to think about their world and what they like and dislike about it. For example, in the daily assemblies during the inspection, pupils were encouraged to think about friendship and what they look for in a good friend. Staff encourage pupils to care for each other by having a special bench in the playground on which pupils with no one to play with can sit. Older pupils then make sure these pupils are not lonely by either playing with them or introducing them to a game others are playing. Pupils have many opportunities to work together such as when pupils in Year 5 worked in small groups researching on the computers and in books for information about different planets. They negotiated their roles well and produced some good pieces of work.
69. Pupils are made to feel special and are taught to value what they can do. For example, in the Nursery class, children write about things they are good at such as, "I am especially good at letter sounds" and "I am especially good at swimming". Teachers in the Reception class and Years 1 and 2 ask pupils to identify things they like about others and a photograph on the wall of one pupil is displayed with captions around, which his or her classmates have written about them, such as, "You are kind" and "I like you when you're laughing". Photographs taken of pupils working around the school have been enlarged and are displayed in the school hall, giving pupils pride in what they do and have done. In assemblies, the head teacher encourages all pupils to take part when he says, "Keep your hands up – everybody's hand is important".
70. Year 6 pupils have a secure understanding of citizenship, promoted by circle times, when they share their thoughts and feelings with each other, and citizenship lessons in which they consider wider issues such as law breaking, pollution and war. They express their views on school rules and how things could change for the better. Year 6 pupils talked confidently about how to be a 'good' citizen and help others. They know that rules are important and have the chance to change the school rules by making suggestions, which are listened to and acted upon if appropriate. For example, Year 6 pupils did not understand why they always had to go outside at playtime when they could be trusted to stay in and behave well. The school organised supervision for them to comply with health and safety regulations and these pupils now get the option of going out or staying in.
71. Pupils in Year 6 have a good understanding of how skills they learn now can help them later in their chosen career, such as how learning about bacteria in science could help one pupil who wants to be a paramedic and how playing with younger children now can help those who want to be teachers.
72. What to teach, and when to teach it, is decided by the class teachers and although different teachers make use of a variety of support materials, there are no school guidelines to help

teachers to build pupils' skills, knowledge and understanding systematically during the year and over time. This means that learning is sometimes disjointed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the head teacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

