

INSPECTION REPORT

**MEANWOOD CHURCH OF ENGLAND (VOLUNTARY
AIDED) PRIMARY SCHOOL**

Meanwood, Leeds

LEA area: Leeds

Unique reference number: 108046

Headteacher: Mrs Helen Sanderson

Lead inspector: Bernice Magson

Dates of inspection: 26th – 28th January 2004

Inspection number: 256882

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:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	213
School address:	Green Road Meanwood Leeds West Yorkshire
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Telephone number:	0113 275 5883
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend R M Wigen
Date of previous inspection:	June1998

CHARACTERISTICS OF THE SCHOOL

A Voluntary Aided Primary School situated in the Meanwood district of Leeds. Social indicators of the area are above average overall. The school admits pupils aged from 4 to 11. Currently there are 213 pupils on roll with significantly more boys than girls overall. Thirty children are admitted annually to the reception class. Attainment on entry is average. Children achieve well in the reception year and at the start of the National Curriculum in Year 1 attainment is above average in all areas of learning. Almost all pupils are of white British origin with a small number of Asian and Chinese origin, some at an early stage of English language acquisition. Fourteen per cent of pupils have special educational needs (SEN), a below average number, and one pupil has a formal statement for their SEN. Twenty-three per cent of pupils are identified as gifted and talented. The school has Beacon status and is working in support of other local schools. Additionally the school has received a number of national and local awards in recognition of high academic and sports achievements, including School Achievement Awards, the Activemark, and Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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17907	Michael Bowers	Team inspector	Mathematics Geography History Physical education Special educational needs
18370	Kevin Johnson	Team inspector	Science Information and communication technology The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, providing a very good quality of education for its pupils. They achieve very well and attain well above average standards by the age of 11. The quality of teaching and learning and leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils have very positive attitudes to school and develop excellent relationships with adults and other pupils;
- By the age of 11, pupils achieve very well and attain well above average standards in English, mathematics and science;
- Teaching and learning are very good overall;
- There is excellent leadership by the headteacher and her deputy;
- There is an excellent range of opportunities to enhance pupils' learning;
- In Years 1 and 2 there is insufficient use of assessment information in planning lessons in literacy and numeracy to ensure an appropriate challenge for pupils of differing abilities.

There has been a very good rate of improvement since the last inspection. The curriculum is better planned at all levels. The teachers in Years 3 to 6, and those in the Foundation Stage have a very good understanding of what pupils can achieve. Provision is now very good for pupils with SEN and for pupils identified as gifted and talented. Co-ordinators monitor and develop each subject very effectively. Governors are fully involved in monitoring the development of the school and in determining its future. Standards have improved by Year 6. Leadership and management have improved and are very good. The playground fence is now secure.

STANDARDS ACHIEVED

The table shows the standards achieved by pupils at the end of Year 6 based on average points scored in National Curriculum tests.

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

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

The achievement of pupils is very good overall. It is very good in the Foundation Stage, satisfactory in Years 1 and 2 and very good in Years 3 to 6. In the reception year, most pupils exceed the expected learning goals for their age in all areas of learning, apart from in early writing skills. In English, mathematics and science current standards by Year 6 are well above average and by Year 2 are average. In national tests Year 6 pupils attain consistently well above average standards over time, although standards in 2003 showed only average improvement based on prior attainment. In 2003, Year 6 pupils attained well above average standards in English and science and above average results in mathematics. In science, two-thirds of Year 6 pupils attained the higher Level 5 and achieved very well in similar school comparisons. Standards by Year 2 in the 2003 national tests were well above average in reading, average in mathematics and below average in writing. The results did not match the higher standards achieved in 2002 and 2001. Nevertheless a third of pupils

achieved the higher Level 3 in reading and mathematics. At both key stages there are differences in the performance of boys and girls, similar to the national picture. The school has recognised that pupils could do better in writing and introduced strategies to raise standards in writing. Pupils with SEN and those who are identified as gifted and talented achieve very well because of good support and guidance. Pupils with English as an additional language achieve satisfactorily. Year 6 pupils attain above average standards in information and communication technology (ICT), geography and music, and Year 2 pupils in history. There is insufficient evidence to make a judgment on standards in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Attendance and punctuality are very good. Pupils have excellent attitudes to school and develop excellent relationships with others. Their interest in the life of the school is excellent and they join in all its activities responsibly and with enthusiasm. The school ethos is excellent in its promotion of care and support.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall, although in Years 1 and 2 the majority of teaching is good. Most teachers have very good specialist knowledge and use a good range of strategies, which encourage and excite pupils in their learning. Overall, learning builds very effectively on the pupils' prior knowledge, because there are very good assessment procedures. In the Foundation Stage assessment arrangements are excellent. Throughout the school there is excellent teamwork among all staff so that pupils receive appropriate support and guidance in their learning, including those pupils with SEN, and those identified as gifted and talented. In a small number of lessons there is insufficient support and guidance provided for pupils with English as an additional language.

The curriculum is very good. It includes an excellent range of additional activities in lessons linked to relevant topics and an excellent range of activities out of school. The very good partnership links with parents and the community further enhance learning opportunities. Parents make a very good contribution to children's learning in the home. Links with other schools and colleges are excellent and impact very positively on learning. There are excellent induction arrangements for children joining the reception class and very good arrangements throughout school. All teachers know their pupils very well and take very good care of them.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides excellent leadership. Her vision and development of staff teamwork is excellent. The governance of the school is very good. The governors have a very good understanding of the school's strengths and weaknesses and comply with all statutory responsibilities. There is a very good sense of purpose and clarity of direction among all key staff and governors as they work to promote the school's aims and values.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very satisfied with the work of the school. They are pleased with standards achieved and with the enrichment activities offered in the curriculum. Pupils have very positive views of the school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- In Years 1 and 2, in planning lessons in literacy and numeracy, ensure that better use is made of assessment information so that pupils of all abilities are challenged appropriately.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is very good overall and by the age of 11 they are attaining well above average standards. During the inspection, the achievement of pupils varied between very good and satisfactory, although a scrutiny of pupils' work showed that they make very good progress over time. Currently the achievement of pupils is very good in the Foundation Stage, satisfactory in Years 1 and 2 and very good in Years 3 to 6. At 11 years of age, the performance of pupils in national tests is very good, as is that of 7-year-olds over time. Although there are differences in the performance of boys and girls in national tests, there is no consistent pattern in mathematics and science. In English, girls perform consistently better than boys, although not significantly.

Main strengths and weaknesses

- By the age of 11, standards in science are consistently well above average in national comparisons and compared with similar schools;
- There is a significant differential by Year 2, between the very good attainment of pupils in reading and standards achieved in writing;
- By the end of the reception year, children are attaining standards above the Early Learning Goals expected for their age in all areas of learning, apart from in writing;
- Because of the good levels of identification of their SEN and the provision of appropriate support, pupils with SEN and those identified as gifted and talented are achieving very well.

Commentary

1. When children start school in the reception year, they have mostly attained standards, which are on average, appropriate for their age. They make very good progress in each 'stepping-stone' of the Early Learning Goals, achieving above expected levels for their age in all areas of learning, apart from in early writing skills where their attainment is average. In the current reception class all children are making very good progress, particularly in their personal and social development where standards are already above expected levels. All children are prepared very well for their next stage of learning.

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

Standards in:	School results	National results
reading	17.3 (18.5)	15.7 (15.8)
writing	14.2 (15.6)	14.6 (14.4)
mathematics	16.5 (17.8)	16.3 (16.5)

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

2. In Years 1 and 2, pupils achieve satisfactorily overall. Standards are currently average by Year 2, but above average in subjects where teaching is better, such as in science and history. In national tests Year 2 pupils attain standards above nationally expected levels over time. However, in the 2003 tests, results were depressed and pupils attained average standards overall. Although all pupils attained their predicted targets, nevertheless results did not match the higher standards achieved in 2002 and 2001. In 2003 pupils attained well above average standards in reading, average standards in mathematics and below average standards in writing. Fewer pupils in 2003 achieved the higher Level 3 than nationally in writing, and 23 per cent of pupils did not attain standards expected for their age. Although

the performance of girls in writing was better than that of boys, the difference was similar to the national picture. The trend of improvement in recent years for Year 2 pupils in core subjects is below the national trend. Standards in the current Year 2 cohort are above average in science, average in reading and mathematics and below average in writing.

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

Standards in:	School results	National results
English	28.8 (28.9)	26.8 (27.0)
mathematics	28.0 (29.3)	26.8 (26.7)
science	31.0 (31.1)	28.6 (28.3)

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

3. Standards by Year 6 are well above average overall. In the 2003 national tests, results were well above average in English and science and above average in mathematics. Two-thirds of pupils achieved the higher Level 5 in science and no pupils had standards below nationally expected levels. In mathematics in 2003 there were fewer pupils attaining the higher Level 5 than nationally. There was little difference between the performance of boys and girls in any core subject. The current Year 6 cohort is achieving very well and is on course to attain predicted targets. Their attainment in English, mathematics and science is well above average.
4. Pupils with SEN achieve standards in English and mathematics close to national standards, by the age of 11. This is because there are very good levels of provision for these pupils. Early identification of needs and the well planned introduction of individual education plans ensure that learning experiences are well matched to meet pupils' needs. Teachers make regular checks on their progress and plans are adjusted so that targets for improvement remain relevant.
5. The school has identified a significant number of pupils who are gifted and talented. They achieve levels in English, mathematics and science at the higher end of the national standard. These pupils and those identified with specific talents in the arts and sport, for example in gymnastics, music and dance, receive extra support through specific visits and attendance at relevant workshops. This helps them to further enhance their talents.
6. Pupils who have English as an additional language make satisfactory progress. In some lessons, their needs are fully addressed by teachers in their planning and good support and guidance is given. However, not all of pupils receive sufficient support across all subjects of the National Curriculum and in some lessons, such as music and physical education, some pupils with English as an additional language do not achieve their full potential.
7. In ICT, standards improve as pupils move through the school. They are average by Year 2 and above average by Year 6. Improvements in equipment are providing pupils with more opportunities to learn new skills and so increase their rates of progress. The recent purchase of interactive whiteboards is having a positive impact in raising standards to the above average levels in Years 5 and 6.
8. Standards by Year 2 are above average in history and by Year 6, in geography and music. In geography and history, good teaching is having a positive impact on raising standards and in music, specialist instrumental teaching is raising standards overall.

9. Standards are average in art and design and design and technology throughout the school and in music by Year 2. There is insufficient inspection evidence to judge standards in physical education, by Years 2 and 6 and in geography by Year 2 and history by Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and relationships are excellent and behaviour is good. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' moral and social development and knowledge of their own cultural heritage are particularly strongly promoted and impact well on all areas of school life;
- Pupils have excellent attitudes to their work and form excellent relationships with other pupils and adults;
- There are occasional missed opportunities to celebrate the cultural heritage of some children.

Commentary

10. In the reception class children settle well. They respond to the supportive and stimulating environment with excellent attitudes to their learning and excellent relationships with each other. They make great progress in their personal development, becoming independent and showing great enjoyment in their work and play. Their contributions are very highly valued.
11. Excellent attitudes and relationships in the rest of the school are demonstrated in the very high levels of responsibility the pupils show, whether in tidying up after science lessons, or in collaborating to produce work of a very high standard. When they evaluate their own and others' work, pupils give kind but constructive comments so that all can improve.
12. Pupils behave well. The school operates as a very orderly community in which mutual respect and thoughtfulness of the needs of others abound. The school has very good systems in place, to promote high standards of behaviour and to prevent and eliminate oppression. The records of behaviour incidents show that while lapses of good behaviour do occur, usually on the playground, bullying is not a problem in the school. Good behaviour is promoted and enhances pupils' achievement and learning. A significant minority of parents expressed some concern that bullying was occurring, although they felt it was dealt with effectively when brought to the teacher's attention. Some pupils questionnaires also showed they were less happy with the behaviour than other areas of school life.
13. Pupils' personal maturity is very effectively promoted, as staff seek to raise pupils' self-esteem and educate the whole child. Their views are taken very seriously. They take part in very well planned 'Circle Time' discussions to allow them to discuss and develop their opinions and beliefs. The school has planned the curriculum effectively, to ensure that there is ample time given for the development of awe and wonder about the world around them and for reflection. Lessons make a significant contribution to pupils' spiritual development. Assemblies, whether whole school or class, are an important part of the school day. The principles that enable pupils to distinguish right and wrong are made extremely clear to children throughout the day and children are closely involved in producing their own class rules. They demonstrate their willingness to live up to the very high expectations and role models set by staff. They are also willing to work hard to meet the needs of others, as seen at harvest time and other charity initiatives. They also show initiative in supporting charities, such as the Year 6 production of magazines, which were sold in aid of PDSA. Pupils are involved in the decision making of the school, through the school council and are reported to show great responsibility in representing the views of their classmates as much as their own. Year 6 pupils also have the responsibility of producing 'The Meanwood Mag'.

14. Very close links with the church and community and the rich extra-curricular provision broaden pupils' knowledge of their wider society and culture. Visits and visitors strongly support their understanding of local culture. The visit of Boudica promoted their interest in their historical heritage, while the sports and ICT provision makes pupils aware of their modern culture. The children learn of other faiths in religious education lessons and the school is effective in promoting racial harmony. There are good quality displays around the school to celebrate multicultural diversity. The curriculum has enabled pupils to understand festivals such as Chinese New Year. However, occasionally, the home culture of some of the children from ethnic minorities has not been as well represented in the curriculum as it could be.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.3
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.

Commentary

15. The attendance rates are very high in comparison with national figures. Pupils very clearly enjoy coming to school and no lateness was observed during the inspection. Parents are strongly supportive of their children attending well and the school has good monitoring and promotion systems in place, to avoid complacency.

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	181	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	3	0	0
Asian or Asian British – Indian	5	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	5	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

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

There are no exclusions recorded in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for its pupils. Teaching and learning are very good overall. There is a very good curriculum with an excellent range of additional 'first-hand' experiences to enhance pupils' learning. Assessment is very good, enabling the school to identify the needs of all pupils and provide an appropriate curriculum. Links with parents and the community are very good. Links with other schools and colleges are excellent.

Teaching and learning

The quality of teaching and learning and assessment are very good overall.

Main strengths and weaknesses

- The excellent relationships and teamwork between adults and pupils is encouraging and motivating pupils to learn;
- In the Foundation Stage teaching is very good, assessment procedures are excellent and children achieve very well;
- In Years 1 and 2, there is a lack of challenge in learning in literacy and numeracy lessons;
- There is very good provision for pupils with SEN and those identified as gifted and talented.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (8)	14 (37)	15 (40)	6 (16)	0 (0)	0 (0)	0 (0)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. During the inspection the vast majority of teaching observed was good or better, and almost half was of a very good or excellent quality. Excellent teaching was observed in science, mathematics, and in the Foundation Stage. In the five lessons seen in the Foundation Stage, the teaching was consistently of a very good or excellent quality. Ninety-one per cent of teaching was good or better in Years 3 to 6. In Years 1 and 2, half of all lessons seen were good and the rest was of a satisfactory quality.
17. In the reception class, the teacher has a very good understanding of how children of this age learn and as a result, activities are challenging and meaningful. Planning at all levels is excellent and the class teacher has a very clear understanding of her aims for each lesson. She aims extremely high and gives meticulous attention to the provision of a well structured and increasingly demanding curriculum. There is a very good mixture of investigative and direct teaching activities. There is a high level of adult support available and all teaching assistants, students and parents have clearly identifiable roles and give excellent support. Built into each session are very good opportunities for discussion and reflection, such as about the properties of snow, discovered in outdoor play. Assessment systems are well structured and include contributions from all adults. At the end of each day the staff revisit their earlier assessments, initially recorded on 'post its' in order to measure children's progress and adapt lesson planning as appropriate.
18. In Years 1 and 2, the quality of teaching and learning is varied. Some good teaching takes place, enabling pupils to achieve well. In science, the teachers' enthusiasm is infectious and pupils achieve very well. They are excited by scientific challenges and attain high standards. In history, pupils are fascinated by the past and motivated to learn because of teachers'

skilled questioning. Good attention is given to providing a varied approach to historical investigation and good opportunities for reflection are also provided, for example, on 'then and now' during the introduction and discussion of historical events. Lesson planning is satisfactory overall. It is mostly dependent for its appropriateness on the depth of teachers' subject knowledge and the attention given to the needs of pupils of differing abilities. For example, in music and physical education, instructions are not always explained sufficiently well for the pupils with English as an additional language. Many lessons have only a satisfactory pace and an insufficient variety in teaching styles to address the varied learning needs of pupils. Although assessment systems are of a good quality in literacy and numeracy, their results are used insufficiently to respond to pupils' individual needs. Marking and target setting in literacy and numeracy fails to provide pupils with sufficient information to know how to improve, or to give teachers a guide on pupils' progress.

19. In Years 3 to 6, the teachers are creative and innovative in their practice. They have very good subject knowledge, teach confidently and use a very good variety of teaching styles to interest and motivate pupils. Lessons involve a well constructed recap of previous learning, followed by an extended challenge in which pupils are encouraged to work independently, using various primary and secondary sources. For example, in Year 6, pupils have amassed a comprehensive range of information from the Internet and books for a geography project on mountains and their climates. There are very good links made between subjects to make learning meaningful. For example, following a science lesson, Year 5 pupils used sensor equipment in an ICT lesson to undertake some 'Eco-logging'. They collected information on temperature, light intensity and sound volume, from around the school and extending their mathematical skills, created line graphs from a database. There is some very good specialist teaching in this key stage and the knowledge of all staff is increasing, as a result of this shared expertise. All lessons have a good pace and variety. Pupils are encouraged to recognise that time is important and levels of motivation remain high. When Year 3 arrived for a gymnastics lesson after lunch and the hall was not prepared, for example, the warm-up session took place in the corridor so that no lesson time was lost.
20. Throughout the school, teaching assistants and students work very well with teachers and are an integral part of the success of every lesson. There are implicit high standards of behaviour, which are reinforced as necessary, reminding pupils of their own agreed charter of class rules. Overall, management of behaviour is very good.
21. Very good use is made of homework opportunities. The support and help of parents is greatly valued and homework tasks extend learning very successfully. For example, out of school Year 3 pupils prepared some very good class talks and parents helped with the preparation of posters and the structure of the talk.
22. High quality individual education plans are used to guide and direct the teaching of pupils with SEN. The identified targets for improvement are small steps, almost always appropriate to needs, and effective in guiding the teacher in the preparation of appropriate work. There is very good dialogue between the class teachers and the learning support assistants, who consequently are fully aware of the next step in the pupil's education. In mathematics, the very high quality setting strategies in Years 3 to 6, enable these pupils to be taught alongside their peer group with appropriate support provided for their SEN. Teachers have a very good understanding of how best these pupils can be taught, and provide stimulating and challenging tasks. In English, grouping arrangements throughout the school, enable these pupils to make very good progress overall. Through explanation, support and skilful questioning pupils are encouraged to complete all tasks successfully, checking consistently for accuracy.
23. Teachers with specialist subject knowledge and interest teach gifted and talented pupils in mathematics and English in Years 3 to 6. This continues to challenge them to work at

increasingly complex operations at an abstract level. They demonstrate very good levels of competence, for example, in mental calculations, such as changing complex fractions to decimals and debating at length whether $\frac{1}{3}$ is more accurate than 0.333 recurring. Often, more able pupils work alongside pupils from the next academic year and above; this accelerates their learning and continues to challenge them. In English, teachers fully extend their abilities through dance and play script workshops.

The curriculum

The school provides a very good curriculum that covers all subjects and is relevant to the ages and interests of all its pupils. Pupils have excellent opportunities to enrich their learning.

Main strengths and weaknesses

- Excellent innovations to develop the curriculum create very high levels of pupil interest and motivation;
- Provision for pupils with SEN and those identified as gifted and talented is very good;
- Extra-curricular activities are of an excellent quality, including the provision for the arts and support for learning outside the school day.

Commentary

24. There is a broad curriculum with very good focus on literacy and numeracy and a very good emphasis on the development of knowledge, skills and understanding in other subjects. There are very good staffing levels to meet the requirements of the curriculum. The curriculum fulfils all statutory requirements and those of the locally agreed syllabus. Basic skills are taught well through the good use of the literacy and numeracy strategies, although this is better in Years 3 to 6. An excellent range of activities enrich the curriculum for all year groups. Pupils attend a variety of workshops, including dance, art, drama, mathematics and science. These ensure that the pupils work with experts, have a full experience of the breadth of an area of learning and are challenged to extend their competence and to work at the highest levels.
25. Curriculum planning has improved since the last inspection and teachers now plan very well. Good attention is given to providing equal opportunities in the curriculum for all pupils. Racial harmony is promoted effectively in line with school policies. Very good arrangements are in place for the development of pupils' personal, social and health education (PSHE), including the appropriate teaching of sex education and the dangers of the misuse of drugs. The school council gives class representatives very good opportunities to use their initiatives to improve the school, such as in organising charity collections and taking responsibility for school equipment. Personal development is promoted very effectively through the well structured programme of study. The regular use of 'Circle Time' enables pupils to explore issues, such as friendship, relationships, being angry and doing the right thing. This promotes very positive attitudes towards learning.
26. The provision for pupils with SEN is very good overall. Very good individual education plans are in place for those pupils who require them. The support for pupils with a formal statement for their needs is very good and in line with that required by the statement. Good adult support is provided in literacy and numeracy for the few pupils who are learning English as an additional language, but in other areas of the curriculum support is more limited. For pupils in Years 1 and 2, there is insufficient support in music and physical education.
27. The school's provision for those of its pupils who are gifted and talented is excellent. Very effective curriculum developments are in place, particularly in Years 3 to 6. For example, the Northern Ballet visited school last term to work on a number workshop with pupils in Years

3 to 6. Good attention has been given to ability groupings in Years 3 to 6 and as a result, they achieve well academically. More able pupils are taught sometimes with other older pupils, so that they are challenged appropriately. Specialist teaching underpins the curriculum in the core subjects. The involvement of the gifted and talented pupils in specialist workshops promotes an awareness of the wider range of learning that is available. For instance, pupils with skills in gymnastics have taken part in national training and then bring these new experiences and expertise back to school to share with classmates. This adds an extra dimension to the breadth of what the school provides for its pupils.

28. There are very good relationships with the local secondary schools and pupils enter a well organised transfer process as they leave school at the end of Year 6. Teachers plan joint programmes of work to be covered in the primary and secondary schools, giving continuity in the curriculum.
29. An excellent range of extra-curricular activities, including the arts, enriches learning. Pupils have very good sporting opportunities and access to competitive sport where they do well. Very good use is made of the local community for resources and visits and this enriches pupils' learning. Pupils' benefit from well planned visits to museums and galleries. Older pupils have opportunities to take part in residential visits and gain insights into the world of work. This gives them the opportunity to develop socially in new environments.
30. Overall, the management of the curriculum is very good. Systematic arrangements have been established to monitor the curriculum provision. The headteacher, her deputy and senior managers work together well to check the provision. The governing body has effective links with many co-ordinators. Further innovations include termly blocking of subjects, such as geography and history. This ensures that the time given to these subjects is used effectively. The school continues to seek ways to link subjects together and the current initiative to identify more opportunities for problem solving is effective. The good accommodation supports effective learning and levels of resources are good. There has been a good improvement since the last inspection.

Care, guidance and support

The provision for pupils' care, welfare, health and safety are good. The school provides very good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Relationships throughout the school are excellent and staff know the pupils very well;
- Transition to secondary education is very good and induction into the Foundation Stage is excellent;
- Assessment procedures and their use, enable very good support, advice and guidance to be provided;
- Support and guidance provided for pupils with English as an additional language is not always sufficiently targeted to their needs.

Commentary

31. All staff are very caring and work hard to ensure pupils are happy in school. Excellent relationships throughout the school and clear child protection arrangements mean that pupils can seek help when needed and child protection is secure. There is generous provision of trained first aiders and the school makes good use of the expertise in health and safety that is available to them. Risk assessments have been undertaken and children

are taught both how to keep themselves safe and about the importance of healthy living at appropriate times in the curriculum.

32. The school has strong links with outside support agencies and most pupils have access to specialist guidance to meet all their needs. However, the school receives very little external support for the children who have English as an additional language and their academic needs are not always sufficiently addressed, although pastoral care is very good. The school has very good assessment procedures and is able to track the progress of individuals very well. Teachers plan with teaching assistants to ensure appropriate levels of support are provided for children with SEN. Children of higher ability are very well challenged and extended. For example, some pupils of higher mathematical ability from Year 4 have numeracy lessons with Year 6 pupils. The school involves parents very effectively in their child's learning, for example, through the information about the next steps for learning given in the end of year reports.
33. The transition process to the local high school is very good and ensures children suffer minimal anxiety while continuing to make progress over the period of their move. Year 6 pupils undertake projects with the high school and make visits. Staff from the high school visit and take lessons so that pupils already know them when they arrive.
34. The school provides pupils with a voice in the school through the school council. The pupils are purchasing play equipment from their own budget and have decided to have a non-uniform day to raise money for the school. 'Circle Time' is used well to allow pupils to speak about their concerns and opinions. They know that they will be listened to.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. Links with parents and the community are very good. The links with other schools and colleges are excellent.

Main strengths and weaknesses

- Parents receive very good information and show a very high level of satisfaction with the school;
- Community links are very strong and impact positively on learning;
- Excellent links with other schools and colleges enhance and extend learning opportunities.

Commentary

35. Parents expressed very positive views of the school, particularly appreciating the leadership and management of the headteacher, the very good quality of teaching, and their child's positive attitudes to school. The headteacher has sought and acted on parental views, such as prior to the introduction of ability teaching in mathematics. The extended induction process for the reception children is excellent and enables the children to settle in school very quickly. The learning mentor and senior support staff visit the prospective families at home and the teacher all feeder pre-school provision. As a result, relationships are well established and procedures for sharing information are in place long before the children start school. Staff spend time listening to and reassuring parents and giving advice.
36. The school keeps parents very well informed about events through newsletters and the school website. The governors' annual report informs parents about the work of governors and gives a comprehensive list of diary events. It is of very good quality. Parents are invited to church services along with the pupils from school. Parents receive very good quality end of year reports, which give a very clear indication of their child's progress and very helpful next steps for learning. Some parents were not happy with the half termly progress reports on their children. The school is considering a change in the format. The Parents' Association is hard working and committed. They are extremely successful in raising funds

for equipment and to support costs on visits out of school. Many parents also help out by hearing readers, in the library, on trips and in organising after school activities.

37. Community links are very valuable in ensuring a much richer learning experience for the pupils than would otherwise be possible. Supportive links with the local church provide opportunities to celebrate achievements and to worship within the parish setting. Pupils' work is printed in the parish magazine, which values their achievements. Local businesses have generously sponsored the school and local sports clubs provide high quality coaching to improve the children's skills. Community links are a two-way process and the school provides facilities for the community, such as accommodation for Brownies and after school care. The school also helps out in the community participating in the local 'Shoe Box' appeal, and is rightly proud of its regular commitment to the local hospital.
38. The school has excellent links with other schools and colleges. For example, the children have attended design and technology workshops at the local grammar school. Transition to secondary school is promoted by this link and by the very well considered links with the main local high school. Collaborative links with the gifted and talented network in local schools allows a broader curriculum for the more able pupils in all local schools. The school also benefits from proactive involvement in the local primary partnership scheme, where best curriculum practice is shared and promoted and so raises pupils' standards.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The headteacher and her deputy provide excellent leadership and very good management of the school. The leadership and management of other key staff, and of the Foundation Stage are very good. The governing body provides very good governance of the school. All leaders have an excellent commitment to providing pupils with a very high quality of education so that they achieve their full potential.

Main strengths and weaknesses

- The headteacher shows excellent leadership of the curriculum, teaching and learning;
- The headteacher, the deputy and governors are instrumental in creating an excellent ethos of mutual respect, trust and support by all adults and pupils;
- The procedures of self-evaluation are excellent, providing an accurate interpretation of the school's strengths and weaknesses and are used very effectively to inform all strategic planning;
- In the Foundation Stage, there is excellent teamwork by the teacher and her assistants in planning the curriculum and in teaching;
- The school provides very good value for money.

Commentary

39. The headteacher has a very clear vision and strong determination to ensure all pupils develop to their full potential by providing them with the highest quality of education. She is a reflective practitioner, continually introducing, monitoring, and evaluating innovative ideas to strengthen the school's provision, she works ceaselessly to ensure the effectiveness of improvements to benefit all pupils. She has an effective leadership style in which she inspires, motivates and influences all staff, governors, pupils and parents. The induction of new staff is excellent. Together with the school community, she has developed an excellent team spirit, which is honest, open and inventive in its approach to primary education. All leaders have developed and supported the school's Beacon status with enthusiasm and are eager to share ideas and gain from the expertise of others. In developing other creative partnerships, they have looked for external expertise, which will widen and deepen their educational knowledge to make the curriculum and teaching and learning meaningful and exciting for pupils. For example, very good work is being undertaken within the gifted and

talented network to improve the quality of education for these pupils. Throughout the school, the headteacher, staff and governors have a clear aim to raise standards and achieve the highest aspirations for all pupils.

40. Subject co-ordinators have an effective and autonomous role. Their leadership and management roles are well established and with a clear expectation that their decisions will influence the school's strategic planning. Co-ordinators are involved in monitoring and analysing pupil performance, reviewing the curriculum and introducing relevant developments. When working alongside colleagues in local schools, they take appropriate leads as part of their involvement in Beacon status initiatives. Co-ordinators value these links and those made with the local community, which extend pupils' learning very effectively. The leadership and management of the curriculum and teaching and learning in the Foundation Stage are excellent. Questions, comments and tasks all challenge children to solve problems and as a result, extend their learning very effectively. The co-ordinator has developed an appropriate balance between directed teaching and exploratory activities and has high expectations of each child.
41. Very good systems are in place to ensure that pupils with SEN are fully included in all that the school plans. The special educational needs co-ordinator (SENCO) and the deputy headteacher monitor this provision. The school has identified clear criteria to ensure that there is early identification of pupils with SEN. Professional expertise from outside agencies is sought to support the school, advice is welcomed and acted upon. There is some inconsistency in the quality of individual education plans, which the school is currently addressing. Targets for improvement are more precise for older pupils in Years 3 to 6 than for younger pupils. The directions given in the pupils' statements are fully implemented and the school fully meets the requirements of the current code of practice.
42. All governors are committed and loyal to the school. Several new governors are currently undertaking appropriate training. Nevertheless, the work of the governing body is very well established and committees are very effective in maintaining the high quality of support and challenge, which they make of the headteacher. For example, when the school participates in a new programme of work, the headteacher is expected to give a reasoned argument of the benefits to the pupils, staff, parents and governors. There is a very good consensus among governors about the aims and values of the school and they work tirelessly to fulfil all statutory duties, to maintain a valued presence in the school and promote its Christian values. Governors have addressed the key issue of the last inspection and arrangements for monitoring and evaluating the work of the school are now very good. The headteacher and governing body regularly seek the views of parents about topical issues and respond well to their requests. For example, the views of parents were sought prior to the introduction of ability teaching in the Year 5 and 6 classes in mathematics.
43. Financial planning is very good. Financial commitments are matched to school priorities and longer-term aims. The excellent school evaluation procedures ensure that all decisions are negotiated and planned, in line with perceived needs, and monitored and evaluated against a well structured programme of intent. When capital monies are required, the school is well supported by its parents and church parishioners to enable building developments to take place. For example, the school is appreciative of the funds raised to develop a computer suite. Since its opening, the greater access to ICT equipment has benefited both pupils and the community. A recent budget surplus, planned initially for building work, has been used very effectively to maintain a very good staffing ratio for the current year. The school manages a large budget as an integral part of its involvement in national initiatives and its budget allocation includes earmarked funding which is to be used for the benefit of other local schools.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	409,300
Total expenditure	368,361
Expenditure per pupil	1,729

Balances (£)	
Balance from previous year	68,760
Balance carried forward to the next	109,630

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good overall**. There have been improvements in the quality of the curriculum and in teaching since the previous inspection.

When children start in the reception class the full range of ability is represented, although overall attainment is broadly average for their age. Almost all have some pre-school experience and all attend reception class full-time. Children achieve very well because of the very good teaching and good range of learning experiences provided. Excellent teamwork among adults, ensures that assessment of children's progress and planning for their learning are intrinsically linked. Staff create a lively and stimulating environment for children, which nurture their interests and curiosity very well. Children do not have continuous access to an outside area, which is linked to the classroom. However, teachers make best use of what is available. Consequently, pupils' physical development is not hindered, but outside activities linked to their other areas of learning, though carefully planned and very well managed are not as 'free flowing' as they might be.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress and achieve very well;
- Teachers skilfully promote many opportunities for learning;
- Children are secure and happy to come to school.

Commentary

44. Some children lack essential social skills when they start school, particularly in the area of listening. Some find it difficult to share and take turns or have the confidence to form new relationships. The very high expectations of reception staff and their skilful management of children, ensures their progress is rapid. By the end of reception, all are likely to achieve the Early Learning Goals. Children follow daily routines sensibly, sustain concentration and know that they need to moderate the way they behave in different circumstances. This was evident during a class assembly, for example, when pupils were respectful and prayed reverently with the teacher because of the spiritual awareness they have developed.
45. Children are confident and show good levels of independence when selecting activities. They work collaboratively and are proud of their achievements. Most form secure friendships and talk about what friends do, such as 'play nicely' or 'give a cuddle'. They learn to care for others and are increasingly aware that others' needs and views are to be respected.
46. Teaching is very good. Positive attitudes are continually reinforced and every opportunity is taken to raise children's self-esteem. Children take responsibility and behave very well because it is expected of them. Excellent role models presented by reception staff are reflected in co-operative and caring behaviour for children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good;
- Planned opportunities promote very good language development.

Commentary

47. Pupils' language skills are broadly average when they start school. A few have better than expected vocabulary and express ideas clearly but early reading and writing skills are not so well advanced. By the end of reception, children achieve very well in reading and speaking and listening and a significant number attain levels beyond those normally expected. In writing, most reach the expected level for their age, but few children progress beyond that.
48. The quality of teaching in this area is very good and at times, outstanding. Children's learning is very carefully planned to build on what they already know. All adults are clear about their role in developing oracy as well as listening skills and take every opportunity to engage children in conversation. Language skills are developed very well in all areas of learning. During an outside session, for example, there was a very strong focus on mathematical language when children built 'taller' and 'shorter' towers or learned to 'add one' or 'take away two' from the sets of fruits and vegetables they were making.
49. Children enjoy stories and sustain interest for a long time when they look at books. Most read the familiar sentences in different parts of a story. Higher attaining children read storybooks with simple words independently. The teacher links reading and writing clearly during literacy lessons.
50. In one lesson, children recalled some facts about their story 'We're Going on a Bear Hunt'. The text was used very well to focus children's attention on letter sound, before moving on to a writing task. After reading 'We go upstairs and open the door', children discussed with partners what they might say about coming down the stairs. Teachers modelled a sentence carefully to remind children about 'finger spaces' and full stops, testing them by making deliberate errors or pretending not to know. Learning is very well focused, very enjoyable for children and often culminates in some very commendable attempts at independent learning.
51. There are many informal opportunities for language development. Children using a 'Bear Hunt' storyboard, for example, remembered the story sequence and the dialogue when re-enacting the events. Their voices were filled with the same experiences they had heard from listening to the teacher. Because their learning is so secure, children are confident enough to try out their writing skills during role play. For example, in the 'school corner' one child had completed a register by writing her own name, as well as a list of others in the class.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching is very good;
- Children achieve very well and overall, exceed expectations for their age.

Commentary

52. Children's mathematical development is broadly average when they start school. They make very good progress because of the quality of teaching they receive. Almost all are likely to reach the levels expected of them by the end of reception and a significant number are likely to exceed them.
53. Mathematics lessons are interesting and lively because of the range and variety of activities provided. Most children already count beyond 10 and an increasing number are combining sets of 2+3+10, for example, and recording this in their books. Teachers focus very well on understanding concepts by providing lots of mathematical games and activities. Pupils learned to add and subtract by throwing dice, then placing more or less counters (spots) on the outlines of a face. Children use specific mathematical language very well because adults expect it from them. Higher attaining children are expected to express problems in words, such as 'nine take away two equals ...' as well as writing them in numbers. A good balance is planned between number work and other aspects of mathematics. Children know the names of two and three-dimensional shapes, they sequence the days of the week, know their colours and collect information, such as different eye colours by tallying.
54. The quality of teaching is consistently very good because of the thorough preparation in each lesson. All children receive the right support because of the way adults work as a team. There is a focused learning objective for each group and a clearly written plan for each adult. The quality of relationships is excellent and this permeates all activities so children have the security of knowing that their contribution to lessons, however small, is always highly valued.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

No direct teaching was seen in this area of learning so no overall judgement on provision is possible. It is evident from teachers' planning, sampling displays and talking to children that they gain a very wide range of exciting opportunities and overall, achieve very well. Walks and visits to 'Tropical World' multi-sensory centre, the theatre and supermarkets help to broaden children's experiences outside of school. In the classroom, children make very good progress in their computer skills and in their scientific understanding, for example, by observing plants, the changing seasons or by making 'crazy specs' to see the effect of different colours of light. Technical understanding comes from their playing with construction sets, wet and dry sand and shaping dough. 'School walks' provide a very good starting point for early mapping skills. Visitors who come to school to talk to them often enrich their learning about different cultural festivals. All children are likely to attain the early goals for their age and many are likely to exceed expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is very good;
- Available space is used imaginatively to provide for children's development.

Commentary

55. Children's physical development is very well planned. Although there is no outside area, which is linked directly to the classroom, children get a full range of activities to help them develop their co-ordination, balance and movement. Full advantage is taken of the nearby children's playground where children confidently learn to climb and swing from apparatus. There are also very well planned opportunities for activities in the school's playground, which are linked to creative, language and mathematical work. Weekly physical education sessions enable children to develop good levels of control in dance and gymnastics, so that by the end of reception most achieve levels, which are better than expected for their age.
56. The quality of teaching is very good. Planning for sessions outside of the classroom is imaginative, children are very well supported and there are very clear specific learning objectives. Expectations of children in physical education lessons are high. All children change into shorts and tee-shirt independently and follow routines and instructions very well. Consequently, they move with confidence and self-assurance when working on or off apparatus. Teachers promote personal development very well, when children place the apparatus before working and clear away afterwards.

CREATIVE DEVELOPMENT

Not enough direct teaching was seen, to enable an overall judgement about provision or standards. It is evident nevertheless, from displays of work and teachers' planning, that children gain from a good range of experiences using colour and texture. Children learn to mix colours and apply them confidently when painting pictures or decorating models. Creative development is frequently used to link ideas, for example, when exploring how colour changes light or finding out about Chinese New Year celebrations.

Music is integrated into many aspects of children's learning. Appropriate pieces are played to help children sit calmly and reflect when they share ideas and feelings with others. They learn a good repertoire of songs and rhymes and have opportunities to select and practise musical instruments independently as well as in more formally planned sessions.

There are very good opportunities for role play to encourage creative language as well as to help children consolidate learning in other areas. The 'Vets' Surgery', for example, helps children develop caring attitudes, while home corner play helps children explore the language of real life situations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in national tests are consistently well above average in reading, by the age of 7 and in English by the age of 11;
- Throughout school, pupils have very good skills of communication;
- There is under achievement in writing, particularly by the age of 7;
- There are insufficient opportunities for all pupils to evaluate their own work so that they can identify how to improve.

Commentary

57. Standards for the current Years 2 and 6 are consistent with results in previous years, and are well above average in English by Year 6, and in speaking and listening and reading by Year 2. Although standards have not shown improvement in line with the national trend at either key stage, they have remained consistently well above the national average overall. However, standards in writing by Year 2, have shown a decline over time and compared to pupils' test results in similar schools, they are well below average. Moreover, there are fewer pupils achieving the higher Level 3 in writing than nationally. In 2003, the performance of girls in writing was better than boys by a greater margin than nationally. However, there is no consistent pattern over time. In 2003, there was a third more boys than girls in the cohort, many of whom had special educational language needs. Although strategies to support them in their writing are proving effective in raising standards, this gradual improvement is not reflected in test results, as in reading. By Year 6, rates of progress have become rapid but, in 2003, not sufficiently so as to raise the attainment of the less able to nationally expected levels. Nevertheless, 42 per cent of pupils achieved the higher Level 5. The value-added performance of Year 6 boys in 2003 is greater than girls and gender differences are insignificant. However, the value-added performance of all pupils in English is average.
58. Pupils have very good skills of communication throughout the school. They enjoy the opportunity to debate and speak confidently with good use of appropriate vocabulary. Teachers plan very well for speaking and listening activities in all year groups. In a very good lesson in Year 3, pupils participated in a weekly session of class talks and four pupils entertained and informed the rest of the class about interests, such as dinosaurs, or a visit to Lapland. Pupils planned their talks independently and used video, musical performance, posters and leaflets to describe their hobbies and interests. Extra-curricular activities are instrumental in encouraging pupils to use their speaking and listening skills for another audience. Concerts are popular and well supported by the school community, other pupils read the lesson in church, or in school assemblies. The school council members take their responsibilities seriously and, in class and school council, debate such issues as the purchase of a school shredder to dispose of the minutes of their meetings. In a variety of settings, all teachers are skilled at providing pupils with a wide range of relevant speaking and listening opportunities.
59. There are good opportunities for pupils to improve their reading skills. All pupils enjoy reading, with many reading avidly for pleasure and information. Lessons challenge pupils to read a range of texts, perhaps on the Internet, in a Bible, or poetry book. There is good teaching of basic sounds and reading skills in Years 1 and 2, and a strong focus on the practice of reading, including an early morning session for Year 1 pupils, before the start of

the school day. Older pupils have good opportunities to read from a wide range of school library material and most have very good skills by Year 6. Overall, the quality of teaching of reading is good, with an appropriate balance of the teaching of reading skills and regular practise in a relevant context.

60. The school is currently addressing the large differential between the test results of Year 2 pupils in reading and writing. The teaching of writing is satisfactory in Years 1 and 2, and good in Years 3 to 6. In Years 1 and 2, there is insufficient use of assessment information, to ensure that the teaching of writing skills is focused appropriately on overcoming pupils' current weaknesses. These teachers have insufficient understanding of pupils' current standards, or ongoing progress in lessons, which could be gained from a meaningful analysis of performance in exercise books and school based tests. For example, in the 2003 national tests, the teacher under-estimated the performance of Year 2 pupils in reading, and over-estimated their results in writing. As a result, there is a lack of challenge and expectation in writing lessons in Years 1 and 2. By the age of 11, many pupils enjoy writing and are making rapid progress. The strength of their skills of communication are effective in their development of a mature writing style. Throughout school, there is a need for the pupils to write more frequently for a range of audiences across the curriculum, such as in a scientific report or a historical debate. Older pupils are inventive and some write spontaneously and independently. During the inspection, two Year 6 girls, independently of school, produced 'The Beijing Thing' to celebrate the Chinese New Year, with all proceeds to charity. The magazine included word searches, quizzes and factual information.
61. There is good teaching of pupils with SEN and those identified as gifted and talented. Teachers and their assistants plan appropriate work, based on individual targets for improvement and with planned support and guidance as necessary. The ability teaching in Years 5 and 6 is beneficial in providing small group support in which pupils can be challenged appropriately and in other classes, teaching assistants and students are able to give good support. Additionally, the extra-curricular club for gifted and talented pupils focuses well on extending literacy skills. For those pupils identified with English as an additional language and at various stages of language acquisition, there is satisfactory support overall. There is insufficient early identification of need for some of the younger pupils. There is a varied level of effectiveness of the strategies for their support across the school, often dependent on the quality of the teacher's knowledge of second language teaching.
62. Leadership and management of the subject are good. There is a temporary co-ordinator until a permanent replacement is appointed. She has a good understanding of the school's strengths and weaknesses and is effective in monitoring provision of the curriculum and teaching and learning.

Language and literacy across the curriculum

63. Links across the curriculum are in place in all year groups, but are more effective in Years 3 to 6. Nevertheless, across the school, there is insufficient variety and most language based assessment activities are a narrative record of a learning experience. Only in a few examples are teachers pro-active in identifying links, which are precisely planned to consolidate the learning of literacy skills. However, there is some good use of note taking, labelling and writing of captions. In Year 6, a recent homework project showed that pupils are able to confidently use a variety of writing styles, showing good skills of an illustrator, to provide interest to the reader.

MATHEMATICS

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

Main strengths and weaknesses

- Standards have improved since the last inspection;
- Pupils achieve very well overall, because of the very good teaching in Key Stage 2;
- The current initiative on problem solving is effectively developing the use of mathematics across the curriculum;
- The use of 'setting' and 'accelerated learning', particularly in Key Stage 2, is raising standards because both higher attaining pupils and those with SEN are challenged at appropriate levels of their development;
- Monitoring of teaching and learning is improving its quality;
- In Years 1 and 2, insufficient use is made of assessment opportunities in lesson planning.

Commentary

64. Standards in mathematics in Year 2 are average and are well above average in Year 6. In the 2003 tests, almost all Year 2 pupils achieved the national standard and a third attained the higher Level 3. However, when compared with similar schools, the overall attainment was below the expected level as another third of pupils only just attained the average level. By Year 6, only a small number of pupils with SEN do not reach nationally expected levels, but fewer than nationally attained the higher Level 5. As a result, the value-added performance of pupils is average, but below average when compared to the results of similar schools.
65. The general differences in achievement, between girls and boys, are caused by the variation in overall abilities of these pupils. The school provides very well for different abilities and extends the more able pupils. Pupils with SEN are well supported by teachers and learning support assistants and achieve as well as their classmates. The introduction of ability grouping in Years 3 to 6 is proving beneficial. It is based on accurate assessment of pupils' progress, which is regularly reviewed as pupils learn new topics. There is some very good and occasionally excellent teaching and these older pupils are keenly interested in the subject.
66. Since the last inspection, the school has worked hard to raise standards in mathematics, particularly by the end of Year 6. There is a strong focus placed on developing pupils' numeracy skills. The downward trend in standards has been arrested and the overall quality of the teaching has risen. However, in Years 1 and 2, there is further work to do as the good teaching and learning techniques are not sufficiently guided by assessment information. Consequently, opportunities are not always provided to move pupils forward at a more appropriate pace. However, there is good use of visual equipment, which helps pupils to understand mathematical concepts. By Year 2, pupils are developing a sound knowledge and understanding of place value and can recall addition and subtraction number facts at least to 10. They are taught to recognise number patterns and many two dimensional shapes. They apply their number skills to problem solving and the more advanced pupils can, for example, subtract 22 from 36 and work out $\frac{1}{2}$ and $\frac{1}{4}$ of regular shapes and quantities.
67. In Years 3 to 6 the teaching is very good. There is a very good link between assessment information and the lesson planning. As a result, pupils are making rapid progress and by Year 6, large numbers of pupils are currently working at the higher levels. Pupils' speed and confidence in using mathematics increases as they move up the school. In Years 3 to 6 teachers plan lessons carefully with clear teaching objectives based on prior attainment.

There is good attention given to the exploration of number, using various methods of calculation. Teachers understand pupils well and listen attentively to their contributions. Pupils are encouraged to contribute to all question and answer sessions and teachers question skilfully to check pupils' understanding and observe their thinking. There is good attention given to the needs of pupils of differing abilities. For example, Year 3 pupils of below average ability accurately use number lines to calculate the total of a series of numbers, while the more able pupils investigate number patterns accurately applying their knowledge of multiplication tables in another problem setting. There is good attention given to recording information in tally charts, line and bar graphs. By Year 6, pupils accurately order numbers within 3 decimal points. They investigate patterns and reflective symmetry, solve problems relating to probability and calculate areas using formulae and multiplication skills.

68. Throughout the school, the teaching captures pupils' interest and enthusiasm and an appropriate emphasis is given to the use of mathematical vocabulary. All teachers manage pupils well. They give clear explanations of learning tasks so that pupils understand what is expected of them. Teaching assistants give good support in all lessons and effectively lead groups in specific tasks.
69. The subject is very well led and managed and very good guidance and support is given to staff in the development of the subject. For example, the co-ordinator has led developments in target setting in mathematics. Pupils understand what their next task is because they have specific targets and receive accurate feedback in lessons.

Mathematics across the curriculum

70. Pupils often use mathematics as part of their work in other subjects, and consequently develop an appreciation of the practical uses of these skills. For example, they graph and use tables to record data in geography and science or to measure materials in design and technology. The ICT data handling application is applied well to these tasks. Pupils also use calculators accurately to check their work.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Very high standards are maintained;
- The quality of teaching is consistently very good;
- The curriculum is very well planned and enriched by many extra opportunities.

Commentary

71. Standards seen in science are well above average and are consistent with those attained over the past three years. Teachers' assessments show that by the end of Year 2 all pupils reach the nationally expected level and a significant proportion achieve beyond that. In the national tests for pupils in Year 6, attainment is well above that of all schools nationally, as well as for those in similar schools. A teacher with specialist subject knowledge and skills teaches science throughout the school. The school's innovative organisation has proved to be highly successful.
72. The quality of teaching is consistently very good and sometimes outstanding in the way pupils are challenged to learn independently. This quality is reflected in pupils' work. It shows the very good depth of pupils' knowledge and understanding of science and the skills they develop to record their work. The teacher ensures that suitable tasks are provided for

pupils with SEN and those with English as an additional language. Pupils identified as gifted and talented often have extended challenges to their practical tasks. Lessons are characterised by their practical nature. Pupils are engaged in forming hypotheses and predicting outcomes prior to discussing and deciding on their own methods of investigating and recording. Lessons are resourced well so that all groups can select the equipment they need. Another very good feature of teaching is the use of 'concept maps' whereby pupils share what they know about a topic before deciding what more they need to know. This ensures that learning is based on prior knowledge and gives pupils more ownership of their own learning and achievements. Good use is made of ICT in some science lessons. For example, pupils in Year 5 used data logging sensors to collect information about noise levels, light intensity and temperature in different parts of the school, effectively linking science, geography and ICT to make learning more meaningful. The resulting data was displayed on a screen so pupils could compare their predications with the outcomes. Opportunities outside of the classroom are used very well. Pupils in Year 2 go on a pond dipping expedition, while older pupils visit the Magna Science Museum where they take part in workshops. There are also very good 'bridging' links with the local high school, enabling Year 6 pupils to follow a science topic using the more specialist equipment, which the high school has to offer. This provides stronger challenge for pupils who are identified as gifted in this subject.

73. Leadership is very effective and the subject is managed very well. The very good assessment procedures enable rigorous monitoring and tracking of pupils' performance. The science co-ordinator has very good 'first-hand' knowledge of standards across the whole school. Resources are generous, but more sophisticated ICT equipment and increased use of ICT is a target for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources have improved since the previous inspection;
- Standards are above average by the end of Year 6;
- There is scope for wider use of ICT to support learning across the curriculum.

Commentary

74. Standards seen in ICT are in line with expectations at the end of Year 2 and above expectations at the end of Year 6. This is a similar picture to that seen at the time of the previous inspection.
75. Additional equipment, such as the ICT suite and a set of ten lap top computers; combined with in-service training for teachers has ensured that the school has kept pace with the increasing developments in the subject. However, teaching assistants have not had the same training and find it more difficult to support pupils' learning. The use of ICT beyond the suite has not been fully established by all teachers as an aid to learning.
76. The quality of teaching and learning is good overall. This is because teachers' subject knowledge is secure and the ICT suite is used effectively to ensure children are fully engaged in learning. There is some good use of the interactive whiteboard as a teaching tool. For example, in Year 6 the teacher listed points for and against a proposal as a part of literacy work on persuasive texts. Good use is made of national subject guidance to plan lessons, so pupils learn new skills systematically. By the end of Year 6, pupils' select and organise information from the Internet and complete multi-media presentations. They increasingly use ICT devices to measure and collect data, such as 'Eco-logging' work in

Year 5 to measure the volume of sounds in school. Although emailing has not formally been dealt with at the time of the inspection an increasing number of pupils are developing those skills at home. The strand of learning is to be included at a later time in the school year. The after school computer club enhances pupils' learning. Each year group are offered a 'blocked' course in specific skills, such as the use of the Internet for Year 2 pupils.

77. The subject is led and managed well by the co-ordinator, who has a good overview of standards and areas for improvement. Classroom practice is monitored to ensure that there is enough challenge for higher attaining pupils.

Information and communication technology across the curriculum

78. There are satisfactory links made for the use of ICT across the curriculum. However, the school recognises that this aspect of its work is under-developed and has included proposals for developments in its action plan. Currently teachers' planning does not consistently address the use of ICT. Within Years 1 and 2, pupils have opportunities to use machines to practise numeracy and literacy skills. In some good history work in Year 2, pupils used the Internet to research on information about the 'Great Fire of London'. There are currently more opportunities for the use of ICT in Years 5 and 6. In Year 5, pupils have written fables on machines and illustrated them with clip art pictures. Both year groups regularly use machines for research.

HUMANITIES

It is not possible to make an overall judgement about provision or teaching and learning in history or on provision or standards in geography. During the inspection, discussions took place with pupils, work was sampled and one lesson was observed in history in Year 2. A scrutiny of pupils' work in history indicates that standards are above average for 7-year-olds. Whilst pupils' work was not seen in Year 6, standards achieved by Year 5 pupils are above that which is expected for their age. In geography, indications are that provision in Years 3 to 6 is good and standards and teaching are above average by the age of 11.

Commentary

79. In **history**, Year 2 pupils have gained knowledge of significant events in British history and talk knowledgably about world figures, such as Samuel Pepys. They know that he kept a diary and recorded the progress of the 'Great Fire of London'. Pupils know why the fire started, and talk with animation about the close proximity of the houses, the thatched roofs and the dry wood which caused the fire to quickly spread and burn out of control. Good teaching creates a thoughtful atmosphere of enquiry for all pupils. Work is varied effectively to challenge the more able pupils, those with SEN, and those learning English as an additional language. Pupils' research and record their information competently. This is a good link to literacy extending their writing skills. In writing their diaries of events, Year 2 pupils recorded graphic accounts of householders trying to save their homes and furniture. More advanced pupils begin to empathise with the plight of these people, as they describe the fear of Londoners and their concern for children and animals.
80. In all lessons teachers' planning shows that historical skills are developed well through many 'first-hand' workshop experiences and good use of videos and appropriate reference books. Pupils are taught the skills of historical enquiry. For instance, in their study of the Ancient Egyptians Year 3 pupils handle replicas of ancient artefacts and papyrus scripts containing hieroglyphics which they decode to help less able pupils teachers provide word banks so that they can complete their tasks independently. Adults constantly involve themselves with groups of pupils, questioning them skilfully. They ensure that pupils are continually fascinated by historical events and consequently make good gains in lessons

and good progress over time. Learning is enhanced by such organised drama events as pupils re-enacting scenes of evacuation.

81. Leadership and management of history are good. The co-ordinator monitors work across the school very well. There is a good balance to the study of historical topics. These topics are well planned and the pupils' work is carefully displayed. Continuity of study of the historical periods is achieved through the use of timelines. Pupils learn about ancient civilisations of the Aztec and Egyptians, of the Roman invasions of Britain and of the more recent 2nd World War. Studies in Year 5 provide pupils with a vivid insight into the lives of children living in cities during the Blitz, and the changes in society and transport since 1948. This gives the pupils a broad range of historical periods to study and gives them insights into the influence of the ancient civilisations on future generations. Often at the beginnings of topics, pupils list what they would like to find out and then review their learning later.
82. Throughout the school, **geography** is taught as a specialist subject alternately with history and it is also incorporated into other subjects. This ensures that pupils have sufficient time and continuity to develop secure subject expertise. Teachers plan their work carefully and use a full range of teaching techniques to introduce new subject knowledge and enable pupils to gain subject skills from a range of sources. For example, Year 4 pupils used reference books, the Internet and atlases to learn about contrasting world climates and accurately identified deserts, tropical regions and temperate climates on a world map. They know what clothes to take if they are visiting these areas. An effective end of project assessment programme is in place to track pupils' progress over time.
83. Pupils study various topics, which relate to their locality. In Year 5, projects, such as pollution in the locality of the school are introduced and pupils accurately use sensing devices to locate where the greatest noise pollution is found. Pupils use data handling techniques to identify the most litter-polluted areas applying their mathematical skills to produce tally and bar charts to identify the areas where there is most litter pollution. They write up their work independently incorporating an analysis of their tables of results and making good suggestions as to how the situation could be improved. They learn geographical skills from 'first-hand' experiences. Studies include the analysis of Ordnance Survey maps to identify why certain places are chosen as settlements. This effectively teaches pupils specific geographical skills and challenges them to apply them to new projects.
84. In good links with ICT Year 6 pupils have created multi-media presentations of their studies of the climate and economy of mountainous areas. They have used the Internet to collect information, including maps, text and photographs, which they refine and select before they include it in their work. These oldest pupils collaborate very well to complete their work, which often covers extensive reports and slides of carefully selected and drafted information.
85. This level and quality of presentation indicates a good improvement on the findings of the last report. The subject is led and managed well. A good programme of projects has been included in the curriculum plan to enrich pupils learning experiences and give greater depth to their knowledge. Leadership and management of the subject are good. The curriculum is enhanced by residential and day visits that enrich pupils' learning experiences.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection, no lessons were seen in design and technology and only one lesson in art and design and as a result, no firm judgements can be made on provision or teaching and learning. No overall judgement can be made in respect of provision and standards in physical education since insufficient lessons and strands of the subject were seen. The timetable for physical education was disrupted because of inclement weather.

Commentary

86. The evidence from the lesson in **art and design**, together with discussions with staff, a scrutiny of planning and some pupils' work indicates that standards are average throughout school. However, a small number of pupils, mostly boys, are identified as gifted and talented in art and receive additional support to develop their skills. The planned curriculum follows the national guidelines for the teaching of specialist skills, and there are also good links with other subjects, such as in comic character sketches to illustrate a story in Year 6. Pupils achieve satisfactorily through a well planned programme that builds successfully on current skills in a range of media. Teachers have good subject knowledge and teach new skills well. Teachers and teaching assistants work well together. Pupils appreciate their support and guidance in learning new skills. One child reported 'I found printing difficult, but I got there in the end, when I had some help from the teacher, and then I understood.' In the good lesson in Year 1 pupils had experience of using clay, paint, and charcoal. The teacher made good use of pupils' 'first-hand' experiences about the architecture of their school building to improve their skills in observational drawing. Photographs reminded them of the shape and design of an archway, window or roof. Good attention was given to the teaching of the use of tools and pupils worked hard to make marks with clay tools, or mix paint carefully.
87. Pupils enjoy art activities, 'I'm full of ideas', wrote one pupil. Other work includes some good pattern-making in Year 4 with good use of line and colour, and detailed charcoal pictures in Year 6 focusing on movement of figures and proportion. Teachers are beginning to annotate pupils' work in sketch books to provide assessment information. However, teacher assessments are not yet matched to the level descriptors of the National Curriculum to give greater accuracy to measurement of standards and ensuring that work builds successfully on prior attainment. There is satisfactory leadership of the subject overall. The co-ordinator is successful in developing the use of art across the curriculum and in other settings. She is supported well by the headteacher who, for example, worked with pupils to create a mural outside of her room.
88. Throughout the school, **design and technology** is taught in a specialist week of design and technology topics. A scrutiny of pupils' models and topic books and teachers' planning indicates that teachers have good subject knowledge and teach skills well. The planned curriculum follows national guidelines and gives good attention to the systematic development of a wide range of skills. In some classes there is a varied challenge in the designing of projects for pupils of differing abilities. By the end of Years 2 and 6, standards are in line with those expected nationally. Pupils have good attitudes to the subject and write honest evaluations. 'I found picture weaving easy, because I've got a good attention span' wrote a Year 1 pupil, and another described how 'It makes my thumb sore peeling this orange.' Photographic evidence of 'Mother Nature' calendars made in Year 2 show that pupils persevere well and are successful in cutting and attaching materials to make a suitable design. Work is well presented and displayed in all classes. In Year 4, pupils have produced some good topic books as evidence of their work. They tested materials for strength and durability, and mounted samplers of sewing stitches with a good evaluation of the best examples. The quality and quantity of written work in Year 6 is unsatisfactory in comparison to pupils' achievement in literacy lessons. Similarly, there are few examples of accurate measurements in designs, which would support mathematical skills. As a result, there is insufficient challenge, especially of the more able in this subject and they achieve satisfactorily. The subject is co-ordinated well and good practice is shared successfully in the school. Good partnership links exist with the local high school and Year 6 pupils have participated in design and technology workshops, benefiting pupils in their transition links.
89. In **physical education**, lessons were seen during the inspection in games, gymnastics and dance. Most Year 6 pupils achieve standards expected of pupils of their age in gymnastics. In a very good lesson in Year 3, pupils achieved very well in dance and created their own Indian dance routines to achieve standards above that expected of pupils of this age. They

responded enthusiastically to the teacher's enthusiasm and with very good demonstration and skilful questioning created a dance routine with steps, balances and finger patterns to represent the Indian 'Arimandi' and 'Hasta'. There was good collaborative learning as pupils confidently extended their routines to include partners. Proudly, pupils shared their performances with the rest of the class. This experience provided a very good opportunity to evaluate the dance skills of classmates. Year 2 pupils achieve average standards in dance and games.

90. The school organises a very good range of extra-curricular activities at the end of the school day for its pupils in sports. Many parents and friends of the school give valuable support. Additionally many pupils attend sports clubs regularly and represent the school in competitive games. This enthusiasm for sports is helping to raise standards. Gifted and talented pupils have achieved international status in gymnastics. Teachers' planning indicates that these more able pupils assist in educational gymnastics lessons helping their classmates to improve their own performances. Almost all the older pupils achieve the basic standards in swimming.
91. Since the previous inspection, the school has achieved the Quality Mark award in physical education. The subject is well led by an effective co-ordinator.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils have good standards in performance;
- Personal development of pupils is extended very effectively in lessons and concerts;
- Extra-curricular provision in music is very good, particularly for the choirs.

Commentary

92. Overall, standards are currently average by Year 2 and above average by Year 6. Pupils have weekly lessons taught by a subject specialist and many also have instrumental lessons. The curriculum follows nationally recommended guidelines and includes strands of composition, performance and appraisal. Currently in lessons pupils achieve satisfactorily, but many attain above average standards in their instrumental playing. The school has recently reviewed its provision. Currently the school is receiving specialist teaching for music lessons from its local education authority, as class teachers lack confidence and skill to teach the subject. The new music teacher has only been in school for a few weeks and is still getting to know the pupils. The teaching is good overall. Lessons have a good variety of activities and are effectively developing pupils' musical knowledge of rhythm and pitch and in Year 6, skills of composition. There is some good use of tuned and non-tuned percussion instruments. However, in some lessons all pupils are not yet challenged appropriately as there is limited assessment information available. There is insufficient attention given to the needs of pupils with SEN and English as an additional language and they find it hard to work effectively in this practical subject.
93. Music has a high profile throughout the school. Pupils, staff, parents and governors have high expectations and interest in maintaining and developing the strengths of the subject. This is reflected in the recent building of a group room, which is often used for musical activities. Very good attention is given to offering pupils additional experiences in which they can make music together. A summer concert is very well received by parents and the community and involves many pupils in the school. The infant and junior choirs sing in a variety of venues and join in local music festivals. The choir is open to all pupils as an extra-

curricular activity and is very well attended by both boys and girls. Their performances are of a very high quality reflecting the very good standards in singing of many pupils.

94. Pupils have very good attitudes to this subject. They are proud of their own achievements and applaud the contributions of others. When asked to do a class talk, one Year 3 pupil gave a good musical performance on the violin and described in good detail the facilities on offer at the local music centre. Pupils showed true admiration of her achievement and many asked pertinent questions about the facilities there, eager to join. Overall, there is regular attendance of most pupils at extra-curricular musical events.
95. A new music co-ordinator has now been appointed. She has very good professional expertise and her high expectations of a quality performance and overall enthusiasm for the subject is already lifting pupils' and staff interest in the subject to new heights. She has a very clear vision for the development of the subject and the action plan has a good programme of developments. Currently, as a new co-ordinator, her leadership and management is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in personal, social and health education and citizenship (PSHCE), so no overall judgement about provision is possible. It is evident, however, from the quality of planning and discussions with staff and pupils that a very high priority is given to this aspect of their learning. The programme of study is very good and includes guidance for children in the Foundation Stage as well as infant and junior pupils. Pupils develop very good awareness of the hazards of drugs, alcohol and tobacco. They assess their own understanding of these issues before and after the discussions to confirm what they have learned. The programme also provides for the development of relationships and helps pupils to understand about feelings and moral issues, such as 'When is it right to intervene?' and 'rights and responsibilities'. There are many opportunities in school for pupils to develop their personal and social skills. The impact of the school's provision is clearly seen in the very good way the pupils behave towards one another and in their confidence and self-esteem. Pupils are also encouraged to nurture their personal skills and talents outside of school and some go on to achieve highly in theatrical performances, sport and music.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	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	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	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).