

INSPECTION REPORT

Newdale Primary School

Newdale, Telford

LEA area: Telford and Wrekin

Unique reference number: 133300

Headteacher: Mr N Renshaw

Lead inspector: Mr M.J.Johnstone

Dates of inspection: 05.07.04 – 08.07.04

Inspection number: 257012

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	127
School address:	Marlborough Way Off Rock Road Newdale Telford
Postcode:	TF3 5HS
Telephone number:	01952 270511
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Appropriate authority:	Governing body
Name of chair of governors:	Beryl Mason MBE

Date of previous inspection: N/A

CHARACTERISTICS OF THE SCHOOL

This is the first inspection of this new community primary school. It was opened in April 2003 with 65 pupils on roll from Reception to Year 5. At the time of the inspection this had risen to 127 pupils with almost equal numbers of boys and girls and including nine Year 6 pupils. There are currently 29 children in the Reception class (the Foundation Stage). Inward mobility is very high and pupils were admitted from over 19 different schools over the year. The future planned admissions are set to include over 400 pupils. There is a Surestart Nursery on the school site and over a half of the pupils' families live in the area served by this facility. Surestart initiatives are sited in the 20 per cent most socio-economically deprived wards in the country. Although the full range of ability is present, most children start in the Reception class with well below average attainment.

The pupils' families live in a mixture of private, rented and Housing Association properties. About nine per cent of the pupils are from minority ethnic backgrounds, although none are at the early stages of English language acquisition. Most of these pupils are of Asian origin. A higher than average percentage of pupils is eligible for free school meals and there are more pupils identified with special educational needs than in most other schools. Most of these pupils have moderate learning difficulties but there are a few with complex needs. Two pupils have a statement of special educational need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	English, Mathematics, Geography, History, Physical education and Personal, social and health education, Special educational needs, English as an additional language.
32658	Nicky Boulton	Lay inspector	
22416	Catherine. Haslam	Team inspector	The Foundation Stage, Science, Information and communication technology, Art and design, Design and technology, Music and Religious education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

This new school is rapidly developing into a very good one. Teaching is very good and achievement is very high overall. Leadership is strong and dynamic and management is confident and well informed. There is an excellent atmosphere in the school and a very good curriculum is being developed. The school has the full confidence of the parents and is highly inclusive. The school provides good value for money.

The school's main strengths and weaknesses

- Teaching is very good overall and has helped pupils of all abilities to achieve very well in the relatively short life of the school
- Leadership, management and governance are very strong and highly effective; the headteacher is an excellent leader
- Despite the improving picture, standards in English, mathematics and science are not yet high enough
- A dedicated team of teaching assistants supports teaching and pupils' learning very well
- Children get off to a very good start in the Reception class
- The curriculum is supported by excellent opportunities for learning outside the school day
- There is very good provision for pupils who have special educational needs
- The ethos of the school is underpinned by the very good spiritual, moral, social and cultural development of the pupils and a vibrant learning environment
- Relationships, teamwork and commitment to improvement are very strong

Standards achieved

Only three pupils took the national tests and assessments for pupils in Year 2 in 2003, two weeks after the school opened. Comparisons with the national picture in 2003 are, therefore, inappropriate. Results from 2004 are not yet available.

As a result of the very good teaching, children do well in the Reception class and in relation to their low attainment on entry, they make very good progress, even though only about a half of the children moving into Year 1 reach the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development. For the pupils currently at the school, standards by the end of Year 2 are below the national average in reading, writing and mathematics but the very effective teaching helps all pupils to achieve very well.

Inspection evidence indicates that the standards of the nine pupils in Year 6 are below the national average in English, mathematics and science. However, given the well below average attainment on entry and their relatively short time in the school, **pupils achieve very well overall**. The school's current emphasis on the teaching of literacy across the curriculum is having a marked effect on the improving standards in reading, writing and speaking and listening. Pupils achieve well in mathematics and standards are improving. In all year groups, the relatively high numbers of pupils with special educational needs (SEN) are supported very well and make significant gains in their learning. Standards in all other subjects are close to national averages with particularly good achievement in information and communication technology (ICT). In all year groups, there are a few pupils who achieve high standards but for most pupils, standards are at the lower end of the average National Curriculum levels. This depresses the overall standards.

Pupils enjoy being at the school and their behaviour and attitudes to learning are good. They have achieved very well in these aspects of their learning. Attendance and punctuality are satisfactory. **The spiritual, moral, social and cultural development of the pupils is very good.**

QUALITY OF EDUCATION

The quality of education provided by the school is very good overall. Teaching and learning are very effective. There is a high degree of consistency in the teaching across all year groups and all subjects. Literacy is taught very effectively and the teaching of numeracy is good. All teachers develop pupils' literacy, numeracy and ICT skills very well across all subjects. The teaching of pupils who have SEN is very good and is supported very effectively by a dedicated team of teaching assistants. All teachers and other adults who work in the school are committed to further improvement, are enthusiastic, have high expectations and develop in all pupils a desire to learn. Teachers and teaching assistants have been highly successful in dealing with some challenging behaviour by a consistent and positive approach. This has resulted in very high personal achievement by all pupils and a calm purposeful classroom environment. Assessment is developing well overall.

The school is developing a very good curriculum with excellent opportunities for enrichment in sport and the arts. The curriculum meets statutory requirements and is highly inclusive. There is very good provision for pupils who have SEN and very good provision for pupils' personal, social and health education. The school cares for the pupils very well and links with parents are very strong. There are good links with the community.

LEADERSHIP AND MANAGEMENT

The overall leadership, management and governance of the school are very good. The governors meet their statutory duties and have a strong and effective strategic influence on school development. They support the staff very well. The headteacher is an excellent and inspirational leader and a very good manager. The deputy headteacher and all staff support him very effectively. All staff are very good role models for the pupils. There is a very clear commitment to raising standards by all who work in the school. Financial management is very good and linked carefully to educational priorities. The school runs very smoothly on a day-to-day basis

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and have a high regard for what it has achieved in a short space of time. Pupils like the school and say that they are expected to work hard. They like their teachers and say that they are treated fairly and supported when they have any problems.

IMPROVEMENTS NEEDED

The most important thing the school should now do is;

- To continue to work on improving standards in English, mathematics and science

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Although standards are below national averages in English, mathematics and science, pupils of all abilities achieve very well. This very high achievement is the result of teaching of consistently high quality, high expectations and highly effective leadership and management by the headteacher and subject leaders.

Main strengths and weaknesses

- Achievement is very high in pupils' academic and personal development
- Standards are not yet high enough in English, mathematics and science
- Children leave the Reception class having made very good progress
- There has been particularly good improvement in English and information and communication technology (ICT)
- Pupils who have special educational needs (SEN) achieve very well

Commentary

Only three pupils took the Year 2 2003 national tests and consequently comparisons with national averages are inappropriate. There were no pupils in Year 6 at the time of the 2003 tests and only nine in the current Year 6. The results for 2004 are not yet available.

1 The school has done very well to meet the challenge presented by very high inward mobility, the very low attainment on entry of most pupils into all year groups and the complex academic and behavioural needs of a significant minority of pupils. Pupils coming into the school from over 19 different schools have increased the complexity of the challenge. From a scrutiny of pupils' work during their time in school and lesson observations, standards are below national averages in English, mathematics and science in Years 2 and 6. However, pupils of all abilities achieve very well overall and there is no significant difference between the achievements of boys and girls. The few pupils from minority ethnic backgrounds do as well as other pupils and are well represented in the higher ability groups.

2 The very high overall achievement is supported by analysis of the school's very good tracking systems that indicate all pupils make better progress than the national norm over their relatively short time in the school. The standards for pupils coming through in Years 1 and 5 also add weight to the trend of the gradually improving standards and very high achievement. The very good teaching, high expectations and highly effective leadership and management by the headteacher and subject leaders are key contributory factors to the success in this important aspect of the school's work. There is a clear and effective drive for further improvement in standards.

3 Despite the very good efforts of the school, the high quality teaching cannot fully compensate for the very low attainment on entry and the relatively short time pupils have spent in the school. As a result, there are weaknesses in spelling, punctuation and speaking and listening skills for average and below average pupils and most pupils find it difficult to explain what they have read. In mathematics, while most pupils develop reasonable mental and computational skills they have difficulty applying these skills to problem solving situations. Teachers have placed great emphasis on developing reading and writing, and using and applying mathematics, and there are clear signs of improvement in these aspects of the work.

4 Children of all abilities do well in the Reception class and make very good progress towards the goals expected nationally in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Despite the very good progress, only about half of the current year group have achieved the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development.

5 At all stages, pupils who have SEN make rapid progress against the targets set in their individual education plans. This is the result of very good teaching, highly effective additional support from classroom assistants and very good leadership by the special needs co-ordinator. Work is set that gives realistic challenge for the pupils while boosting their confidence and will to succeed. Pupils who have a statement of SEN are supported effectively and this enables the requirements outlined in their statements to be fully met.

6 Standards in ICT are similar to national expectations at the end of Years 2 and 6 and pupils achieve very well. In religious education standards meet the requirements of the local agreed syllabus. In all other subjects, the work seen is similar to that expected for pupils' ages, although pupils achieve very well overall. In subjects such as history, geography and religious education, pupils' below average literacy skills place some limitations on attainment.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school, and behaviour is good. Pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Teachers have a consistent approach to behaviour management which means they are able to deal very well with some very challenging behaviour very effectively
- Pupils enjoy school and are keen to learn
- The excellent atmosphere in the school encourages the children to become caring, confident and responsible

- The provision for moral and social development is very good

Commentary

7 The school places great emphasis on raising pupils' self-esteem and their respect for others. The impact of this on individuals is still developing, but at work and in the playground pupils are clearly supportive of each other and they enjoy good personal relationships. In classes, pupils listen to each other with respect and they confidently praise each other's work and offer constructive suggestions for improvement. Teachers are consistent in their use of praise to motivate and reward.

8 The school sets extremely high expectations for pupils' conduct and works excellently to achieve them. Children's attitudes and behaviour in the Foundation Stage are particularly good. Although a significant number of pupils joining the school in Years 1 to 6 had behavioural difficulties, positive behaviour management strategies and carefully targeted help means that attitudes and behaviour throughout the school are good. There have been two fixed period exclusions since the school opened.

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	115	2	0
White-any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	6	0	0
Black or Black British - African	1	0	0
Chinese	1	0	0

9 Pupils' moral and social development is very good. Pupils are encouraged to reflect upon the impact of their own behaviour on others and to think creatively about how to resolve conflict. School council representatives, for example, led an assembly which considered ways in which pupils could modify their behaviour to ensure they had a good playtime. Pupils say that they feel safe in the school and parents and pupils say they have no concerns with bullying. They enjoy school and are keen to learn and take advantage of the excellent range of activities on offer. In lessons and extra-curricular activities pupils learn the value of teamwork. A residential visit by pupils in Years 5 and 6 adds a further dimension to pupils' social development

10 The provision for pupils' spiritual and cultural development is good and a developing area of the school's overall provision. In assemblies, pupils are given time for reflection and for prayer. Years 5 and 6 were helped to develop an awareness of self through role-playing exercises on the impact of assertive and passive behaviour. Pupils have visited a local Sikh temple and Sikh pupils at the school have discussed aspects of their faith, customs and beliefs. Links are now being established with a local Buddhist retreat.

Attendance in the latest complete reporting year 2003

Authorised absence		Unauthorised absence	
School data	5.5	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.

11 Attendance is similar to the national median. The school works very hard to encourage good attendance, including rigorous monitoring and follow-up procedures in cases of unexplained absences. These have had a marked improvement in the attendance of some pupils who had a history of absenteeism at their previous schools.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching and learning are very good overall and the school is developing a very good curriculum. Care, guidance and support for pupils are very good. Links with parents are very good and there are effective links with the community.

Teaching and learning

Teaching and learning are very good overall and lead to very high achievement. A good start has been made with the development and use of assessment.

Main strengths and weaknesses

- The very good teaching is having a marked impact on the academic and personal achievements of all pupils, whatever their abilities
- There is a high degree of consistency in the teaching across all year groups and all subjects
- Literacy is taught very effectively and the teaching of numeracy is good
- Teachers develop pupils' literacy, numeracy and ICT skills very well across all subjects
- Assessment is developing well, but it requires fine tuning

Commentary

12 Teaching is very good in the Reception class and ensures that children progress very well in all the areas of learning. The teacher and classroom assistant work very well together. Planning is very good and enhanced by very good use of ongoing assessment information. There are very high expectations of behaviour and a strong and appropriate emphasis on developing key literacy and numeracy skills across all the areas of learning.

13 Teachers have had to deal with some difficult issues. These include very low attainment and the challenging behaviour of a significant minority of pupils. In addition, it has been difficult for teachers to assess what pupils already know since they have arrived at different times from many different schools. They have dealt with these challenges very well and through a consistent and committed approach, high expectations, enthusiasm, very good classroom management and stimulating teaching, great strides have been made. Pupils behave well, and

have good attitudes to work. There are very good relationships between all teachers and pupils and very high levels of care. This has led to very high achievement across all aspects of learning.

14 The teaching of pupils who have SEN is very good. An effective range of strategies has been devised to ensure that pupils receive support to meet their specific needs. The special needs co-ordinator works very closely with all members of staff to ensure that teaching reflects the targets identified in pupils' good individual education plans. A team of committed and very effective classroom assistants supports the teaching of these pupils very well.

15 The teaching of literacy is very good and enables all pupils to achieve very well. The teaching of numeracy is good and pupils' achieve well. The focus upon pupils' reading and writing skills in literacy and pupils' use and application of mathematics is having a significant improvement on pupils' achievements and is gradually improving standards. The national literacy and numeracy strategies are embedded in the teaching and provide a strong structure across all year groups. Teachers develop literacy and numeracy skills well across all subjects.

16 At all stages, teachers have very good subject knowledge and develop the correct technical vocabulary in all subjects. They ask challenging questions that encourage pupils to think more deeply about their response; for example, in a mathematics lesson for pupils in Years 5 and 6, the teacher asks; ' Can a rectangle with a given area have different perimeters?' A good variety of teaching methods is used to very good effect; for example, specialist teaching is used very well in some subjects and flexible groupings of pupils are well thought out. Good links are made between subjects and drama, role-play and first hand experiences are used to very good effect. All teachers make very good use of time and resources such as computers, interactive white boards, video and tape recorders to stimulate learning and capture pupils' interest. ICT skills are taught very well across all subjects. A wide range of visits into the community, visitors coming into school and a residential visit for older pupils add a further dimension to learning and add relevance and interest to what pupils do in the classroom.

17 Whole school assessment systems are developing well and pupils' progress is tracked effectively to gauge achievement. Very good individual pupil portfolios contain examples of levelled work linked to specific objectives. Target setting is developing well and is giving pupils a clearer understanding of how well they are doing. Teachers are making increasingly better use of information from assessment to plan work that meets the needs of the pupils. This represents effective progress in a relatively short period of time. On the basis of evidence from the scrutiny of pupils' work over the year, further refinement is now needed to develop target setting and the use of assessment to plan subsequent work for pupils. In the scrutiny of pupils' work, some of the work given to average and above average pupils was very similar, and in a few lessons the work given to pupils who were not directly supervised by an adult did not motivate them fully. In all year groups, marking is very good and shows pupils how their work might be improved. Good use is made of homework to develop learning.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	13	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The school is developing a very good curriculum. The accommodation and learning resources are very good.

- The curriculum is highly inclusive and provides for very good equality of opportunity
- The opportunities for enrichment are excellent
- There is very good provision for pupils who have SEN
- A highly stimulating environment has been developed

Commentary

18 The school has devised a very good curriculum for its current stage of development. It meets all statutory requirements, including provision for religious education and collective worship. It is highly inclusive and provides very good equality of opportunity. Given the very high inward mobility and the very low standards on entry there has been an appropriate focus on the development of pupils' literacy and numeracy skills. The national strategies for these two aspects are well established and coupled with the consistently good teaching have helped all pupils, whatever their abilities, to achieve highly in these subjects. Other subjects have not been neglected and good planning ensures that all National Curriculum subject requirements are met. Subjects such as history and geography are combined well without losing sight of the need to progressively develop subject specific knowledge, skills and understanding.

19 The curriculum for children in the Foundation Stage has been developed very effectively and provides a strong base for future work on the National Curriculum. Pupils in Years 2 and 6 are similarly well prepared for the next stage of their education. .

20 All classrooms and other areas for learning are organised imaginatively to provide a stimulating environment. The school has embraced and carefully managed innovations such as contextual learning, 'brain gym' and mind mapping. These have helped the more reticent learners to see a reason for what they do. Senior managers are open to new ideas and carefully consider the effect of innovation on learning before making any changes.

21 There is very effective provision for personal, social and health education (PSHE) including sex, drugs and relationships education. All that the school does in this area is underpinned by the SMART code (Speak politely and listen carefully, make school enjoyable for everyone, act safely, respect and care for each other and tell someone your worries).

22 Provision for pupils who have SEN is very good and helps them make rapid progress. There is a highly effective range of support to meet individual needs. Individual education plans are well constructed, contain relevant and achievable targets, involve teachers, classroom assistants, parents and children. The local education authority and other outside agencies provide very good support. Withdrawal support sessions are well planned, focus on specific individual and group needs and timed so as to ensure that access to the full curriculum is not compromised.

23 There is excellent opportunity for enrichment through support outside the school day and through participation in sport, the arts and music. Teachers and parents are actively involved in supporting a wide range of lunchtime activities, including sports. There are regular clubs for a wide variety of sports, music, dance and drama. An Arts Week provides additional support for the development of art and design, music, design and technology and dance. Adults from the

community lend their knowledge and expertise to add a further dimension to curriculum enrichment. Older pupils have the opportunity to participate in a residential visit to an outdoor pursuits centre.

24 The school is well staffed with well-qualified teachers who are very ably supported by classroom assistants. The accommodation is very good and a very good range of resources, including computers and interactive white boards, lend very effective support to the curriculum.

Care, guidance and support

Arrangements for the care, welfare, health and safety of all pupils are very good. Pupils benefit from very good support and guidance. The school involves pupils very well in its work and development.

Main strengths and weaknesses

- Pupils benefit academically and personally from excellent relationships with adults
- Staff know their pupils very well and so are able to offer them very good support and guidance
- Pupils feel secure in an environment where their health, safety and welfare are very well cared for
- Pupils' views are respected and they are actively involved in the life of the school

Commentary

25 Relations between adults and pupils at the school are excellent. All pupils are confident they have an adult they could go to for advice or help if necessary. Staff know their pupils well. Assessment procedures are good overall and are used well to respond to the individual needs of the pupils. Pupils with SEN receive very good support and achieve very well in all aspects of their learning. Pupils with a history of absenteeism have been very closely monitored and supported. Targeted pupils have received daily tutoring on social skills and behaviour management. Overall, pupils report that they are helped when they are stuck with their work and are shown how to make their work better. This aspect of the school's work has a significant impact on pupils' attitudes to school and on their learning.

26 The school is a clean and bright environment with very good resources. Very close attention to health and safety, child protection, fire precautions and first aid procedures ensures pupils work in a safe and healthy environment. Lunch and playtimes are well supervised. A very wide range of games and resources are available to the pupils at playtimes, which help children play actively and purposefully.

27 As part of its emphasis on raising the self-esteem of pupils, the school sets great store by listening to pupils' views and trying to incorporate them in the life of the school. There is a school council which meets frequently. Its contributions include a 'buddy bench', more litter bins and a whole-school brainstorming session on how to make lunchtimes quiet and trouble-free. The school council has also worked alongside the active parents' association to apply for a £700 parish council grant towards the costs of creating a wildlife area. There are plans to develop the school council further and to set up a more regular system of meetings over the coming year. Pupils feel that teachers are fair and listen to their views.

28 The school has very good induction arrangements for pupils and has coped very well with very high inward mobility and the complexities of bringing together pupils from 19 different schools. Parents of children entering the Foundation Stage are given a very useful DVD, which gives them an insight into the rhythms of a typical school day. Children are well prepared for their transfer to one of five secondary schools at the end of Year 6.

Partnership with parents, other schools and the community

The school has established very good relationships with parents. Links with the community are good, as are those with other schools.

Main strengths and weaknesses

- Parents have very positive views about the work of the school
- The school works very hard to involve parents in school life and to encourage them to become involved in the learning of their children
- The headteacher and all staff are open and accessible to parents.

Commentary

29 The school has made great efforts to build strong links with parents. Its success in this is borne out by parents' views: all parents who responded to the questionnaire and attended the meeting prior to the inspection say that they feel able to approach the school with any concerns. They feel they are kept very well informed about their child's progress. Parents also feel the school seeks and acts on their opinions. The Breakfast Club, for example, was established after surveying parents. An after-school club has been established after a similar poll of parents. The headteacher has plans to develop parent consultation further next year.

30 The headteacher and all staff are open and accessible to parents. The headteacher is available at the school gates both before and after school. Parents' evenings are held every term, and the first of the pupils' annual written reports were due to be sent out shortly after the inspection. Regular newsletters are informative about the life of the school and celebrate individuals' achievements. Every term a good curriculum newsletter outlines each year group's work in advance. The school enjoys excellent support from the parents' association, Friends Around Newdale School, and parents are encouraged to help in the school.

31 The school seeks to actively involve parents in their children's learning in many ways. The few parents who attend weekly sessions designed to show how pupils in Years 1 and 2 are taught literacy and suggest fun ways of reinforcing and extending their literacy work at home spoke extremely positively of them. The school holds mathematics activity afternoons to show parents how the subject is taught at each stage of the curriculum. 'Fridge guides' are produced on methods of subtraction, addition, multiplication and division. There are plans to develop parental involvement further through the website.

32 The school is developing good links with the local community. School facilities, such as the training room, are made available to external organisations. Links are being developed with local churches, a Sikh temple and a Buddhist retreat and a number of interesting visitors come into school to support learning. The school works with a local secondary school and a sixth form college in two separate initiatives to develop physical education, and wider sporting and musical links have been established. The school has a close relationship with the local Surestart initiative and with the Surestart nursery situated on the same site.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good. The governors support the school very well. The headteacher and senior staff provide a very clear direction, which is helping the school to continue to improve.

Main strengths and weaknesses

- The excellent leadership of the headteacher has led to the very successful establishment of the new school
- There is a strong team of staff who work very well together
- The governing body contributes very well to the development of the school
- There is a very clear commitment to the expectation that all pupils will achieve well
- The school improvement plan is not yet refined enough about how standards will be raised

Commentary

33 Leadership is very good overall. The headteacher is an excellent, dynamic leader, who has successfully built a very strong team in this new school. He has very high aspirations for the school and a very well developed determination that all pupils will achieve very well. He has a high visible presence around the school and reinforces the very high expectations he has fostered. He has gained the respect and full confidence of parents, governors and the community and is highly regarded by them. The headteacher has set out very clear aims and values for the school, which have guided its development. An excellent atmosphere has been established which is highly inclusive. Pupils feel valued, supported and challenged to do their best. There are very positive relationships throughout the school and into the community.

34 The deputy headteacher provides very good support to the headteacher, and is a very good role model for colleagues. She has established a very good working partnership with the headteacher, and is fully committed to the aims of the school. She carries out her roles and responsibilities very well, and plays a key role in the development of the school. The leadership roles of other senior staff are developing very well. Roles and responsibilities are well defined, and there are good arrangements to enable colleagues new to their roles to "shadow" more experienced leaders in order to develop their leadership skills. The dedicated team of teaching assistants is very well led and managed by an experienced senior teaching assistant.

35 There is a well-developed strategic overview for the future of the school, which explicitly details the philosophy and expectations that have been established. The school development plan is very comprehensive and details the extensive range of actions needed to establish the new school over a four-year period. As a result of ongoing monitoring, an action plan has been developed, which focuses on priorities for improvement. The plans are not yet refined enough and require more detail about the strategies to raise standards and how the success of these strategies will be judged.

36 Management is very good. There are well developed procedures to monitor and evaluate school performance. School managers have taken stock of what works well, and the reasons for this. This information is being used to plan the next steps in the development of the school. Performance management is well established, and targets for staff are clearly linked to school priorities, including standards of attainment. There is a very strong commitment to the professional development of staff. Very good systems support staff in developing their skills

and sharing good practice. There is a clear commitment to continuous improvement, to which all staff subscribe.

37 Governance is very good. Governors have a good range of experience and expertise, which is utilised to good effect in the interests of the school. The chair of governors is highly effective, and has played a key role in the establishment of the new school, and in the development of the governing body as a whole. Governors share the aims of the school, and work very well with the school staff to realise these aims. They fulfil all their statutory duties and hold the school to account well for the quality of its work. The principles of best value are applied very well. There are well-developed procedures to help managers consider the success of what they have done, and what they need to do next in order for the school to improve. There is clear determination in the action plans that the performance of the school will exceed that of schools in similar circumstances, for example in respect of the standards of attainment of all pupils. Very well established partnerships with parents, governors, the LEA and Surestart contribute to the success of the school. There is a well-developed understanding of what the school aims to achieve, and a shared commitment from partners to contribute to its success.

38 Financial management is very good. The available resources have been used imaginatively to support the priorities of the school. The headteacher works very well with a range of partners to maximise resources in the interest of the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	470,512
Total expenditure	447,749
Expenditure per pupil	2,798

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	22,763

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39 Children enter the Reception class with attainment well below that expected for their age. They have limited literacy skills. Their personal and social skills are also underdeveloped and they have poor mathematical ability. Most children have attended the Surestart nursery, which is situated in the school on the Newdale campus. There are very good links with the nursery, and induction to the Reception class is well managed so that children quickly settle into school.

40 Teaching in the Reception class is very good. As a result of this, children make very good progress in all areas of the learning and achieve very well. Despite the very good progress, only about half of the current year group have achieved the early learning goals in personal, social and emotional development, communication language and literacy and mathematical development.

41 Staff in the Reception class work very well together as a team. They plan and assess children's learning very well, and this ensures continuity in learning and ensures that children make very good progress. The Foundation Stage curriculum is very well developed. Activities are carefully planned in all the areas of learning, and these are brought together in a coherent framework that promotes children's learning very well.

42 It was not possible to form a secure judgement about the quality of provision in knowledge and understanding of the world, physical development and creative development. However, teachers' planning, displays of work and observation of past work indicate that children achieve very well in these three areas.

43 In **knowledge and understanding of the world**, children develop a good understanding of the world around them. They study caterpillars and their life cycle and are excited by the changes they see. They know that a caterpillar will turn into a butterfly and describe some of the physical characteristics of each. They have regular opportunities to work on the computer. Carefully selected programs are available during every session, so that children can extend their ICT skills and develop learning in other areas. Children access simple programs on the computer and have good co-ordination and control using the mouse well to move pictures around the screen. Opportunities for role-play are well developed. The rain forest provided a very stimulating context and promoted good discussion about the environment.

44 In **physical development**, children have regular opportunities to develop their motor skills. There are large bicycles and vehicles in the outdoor area, which the children ride confidently and with good levels of control. Children are developing skills of cutting and pencil control. They are supported in developing these manipulative skills by the availability of a good range of equipment.

45 In **creative development**, children enjoy singing and making music. They play simple percussion instruments and many can maintain a simple rhythm. They sing with confidence and enthusiasm. They participated excitedly in 'There was a man who lived in the moon', and most children could remember the words. They know a number of simple songs and rhymes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children make rapid progress
- Staff have high expectations and children behave very well
- There are very good relationships between adults and children
- The environment is stimulating and very supportive of learning

Commentary

46 The environment in the Reception class is stimulating and exciting. It is calm and very well ordered, with a purposeful atmosphere. Relationships between adults and children are very positive, so children feel happy and secure. Staff use praise and encouragement very well, rewarding effort and promoting self-confidence and self-esteem. Children respond well to the clearly established routines, and have very positive attitudes to their learning. Children's behaviour is very good and they are eager to participate in the wide range of activities provided for them. Most children are confident to make choices and they concentrate well on their chosen activity. Children play very well together. During play, adults support their learning effectively by asking questions that promote learning very well. Children share resources and help each other complete tasks. They take responsibility and tidy up equipment at the end of sessions. They persevere with tasks and play sensibly with the equipment. Their independence is developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well
- Staff provide a wide range of stimulating experiences to develop children's reading and writing skills
- Assessment is used very well to plan activities for children so that they all make very good progress
- Very good opportunities are provided for children to develop speaking and listening skills

Commentary

47 Children enjoy listening to stories and looking at books. They are keen to choose books that interest them and often choose ones connected with the current theme. Most children recognise the initial letter of familiar words. The above average children read simple words and understand the purpose of full stops and capital letters. Children are increasingly confident to speak to adults and other children. The teacher dressed up as the "caterpillar expert", and children were keenly involved in questioning her about her work. They used questions previously devised in a writing activity to find out more about caterpillars, and the above average children read them out with confidence.

Big books are used well to develop literacy skills. The above average children understand the basic structure of books, and know the difference between fiction and non-fiction texts. The

below average children follow stories in books using picture cues. Most children form letters accurately, and the above average children write their names with confidence. Staff plan opportunities for children to develop and share their ideas. Partner talk is well established. Children were given the opportunity to discuss whom they would invite to the classroom to hear about butterflies. They reported on these discussions and were able to give clear reasons for their choices.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is imaginative and stimulating and children achieve very well
- Resources are of very high quality and used very well to support learning
- Assessment is used very well to plan activities which promote the learning of all children

Commentary

48 Most children enter the Reception class with poor mathematical skills. They make very good progress through the year and achieve very well. There are regular opportunities throughout the day for staff to reinforce basic numeracy skills such as counting. Whole class activities are very well structured so that all children make very good progress. The teacher worked with the majority of the class on recognising numbers to 10, while the teaching assistant focused on the above average group who were identifying 2 digit numbers to 30. Teaching is imaginative and ensures that children develop the strategies necessary to promote their mathematical understanding. Children are encouraged to talk about how they have arrived at an answer. They are supported in self-correcting their mistakes and confidently work to get it right. Children who are less secure in counting touch the caterpillar legs as they count. High quality visual aids are used to very good effect. The curly caterpillar provided extensive scope for children to count and construct number sentences, while having fun. Most children know which number is 1 more or 1 less than a given number. Above average children add numbers to 20 and partition sets of 10. Most children form numbers accurately. However, a minority of children have poor pencil control, and frequently reverse numerals.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Although gradually improving, standards are below average
- The very good teaching results in very high achievement for all pupils
- Assessment is good overall but needs some fine tuning
- Pupils with SEN are supported very well and make rapid progress
- The subject is very well led and managed

Commentary

49 By the end of Years 2 and 6, standards are below average. Given the limitations of the pupils' skills on entry into all year groups, the limited time pupils have spent in the school and the above average numbers of pupils with SEN, pupils of all abilities achieve very well. Boys and girls do equally well and pupils from minority ethnic backgrounds are well represented in the above average groups in all classes.

50 Teaching and learning are very good overall and very good lessons were seen in all year groups. The school has placed an appropriate and strong emphasis on improving pupils' literacy skills not only in specific English lessons but also across all subjects. This has given the subject a very high profile in the school and is helping develop pupils' enjoyment of the subject as well as raising standards.

51 In speaking and listening, most pupils lack confidence and find difficulty expanding their ideas when answering questions. Teachers are addressing this weakness very well through the use of drama and role-play. Puppets are used to stimulate conversations and paired discussions to help pupils come up with answers to questions are used very effectively. These strategies are particularly successful with the pupils who have SEN and the below average pupils. Teaching assistants support SEN pupils very well in whole class sessions where they encourage and prompt them to respond to questions.

52 Teachers develop pupils' phonic skills (the sounds of letters and combinations of letters) effectively and this is helping pupils attempt to read increasingly difficult words. Pupils who have SEN are given intensive and very good support with their reading and make very good progress. All pupils take their reading books home regularly and parents are informed of their reading targets so that they are able to help them at home. The above average pupils read with good fluency and accuracy and have good understanding of the features of fiction and non-fiction texts. They are able to put good expression into their reading paying good attention to punctuation. Most pupils know the purpose and composition of a contents and an index. Teachers develop reference skills well when using the school and class libraries. Despite the very good teaching, most average and below average pupils find difficulty remembering the key features of what they have read and need much support to overcome these weaknesses in their learning. There is a well-established and effectively organised group reading session preceding most English lessons and these are focused well on specific needs. In literacy lessons, very good whole class shared reading sessions help all pupils to access texts that would otherwise be beyond them.

53 The teaching of writing is very good and is having a marked impact on the below average standards. All teachers use rich and wide vocabulary to stimulate interest in new words. They insist that proper terms are used and encourage lively and thoughtful use of language. Teachers model the structure of writing very well and use resources such as story plans, word lists, mind maps and charts that give ideas for interesting beginnings and endings for creative writing. The most significant achievements have been in pupils' ability to write in a range of styles, including poetry, reports, commentaries, diaries and letter writing. One pupil in Year 6, for example, wrote a poem with the lines; 'the coral reefs stands up in pride as the sun comes to honour them in the morning', while other pupils in Years 5 and 6 produced exciting commentaries. These included the use of computers in order to edit their work and tape recorders in order to share them with the class. Teachers engender a love of writing and stimulate pupils to want to write; for example, whole school writing projects such as the one

centred on a visitor who had brought various animals into school resulted in good descriptive and creative writing. Across all classes, computers are used well to support pupils' writing. Most pupils have difficulties with spelling, handwriting and punctuation despite the very good efforts of the teachers and teaching assistants. Homework is used well to consolidate and extend reading and writing skills.

54 Assessment is good. Marking is constructive and pupils have appropriate reading and writing targets to aim for. Learning objectives are shared with pupils at the beginning of all lessons and pupils are encouraged to evaluate what they feel they have learnt at the end of lessons. Teachers make good reference to targets in the individual education plans of the pupils with SEN in the general classroom work. There is a good assessment week each term when teachers test pupils' skills across the range of their work. There is now a recognised need for some further refinement in the use of assessment information to ensure an even closer match of work to the needs of the pupils and for further development of target setting.

55 The subject is very well led and managed by two committed and knowledgeable co-ordinators. The right areas for development have been identified and effective monitoring of teaching, the scrutiny of pupils' work and teachers' planning have resulted in effective evaluation of progress. There is a clear drive for further improvements in standards.

Language and literacy across the curriculum

56 The teaching of literacy across the curriculum is very good. Teachers take every opportunity to reinforce and develop literacy skills across all subjects. Drama, role-play and general discussion sessions are used particularly well in subjects such as religious education, history and PSHE lessons. However, the below average skills of most pupils place some limitations on attainment in subjects such as religious education, history and geography despite the efforts of the teachers.

Mathematics

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and helps pupils of all abilities to achieve well
- Standards are below national averages
- The subject is very well led and managed
- Teachers are placing an appropriate emphasis on investigative work to help raise standards

Commentary

57 By the end of Years 2 and 6, standards are below national averages. Most pupils enter the school with attainment that is well below average and a significant number have SEN. With good teaching in all year groups, pupils achieve well and standards are showing a steady improvement over the relatively short time since the school opened.

58 Pupils are given opportunities to develop skills across all aspects of the subject and there is an appropriate balance of work in number, shape, space and measures and data handling. The National Numeracy Strategy is well established and has given lessons a consistent structure. All lessons start with a quick fire mental activity that is beginning to have a positive impact on

weaknesses in pupils' quick recall of basic number facts and insecure knowledge of multiplication tables. The main class activity includes good direct teaching, dialogue and questioning that encourages pupils to think more deeply. Group and individual work is usually well matched to pupils' abilities, although on a few occasions and in the scrutiny of pupils' work, some activities are either too easy or too difficult for the pupils. This highlights the need for some further refinement in the use of assessment.

59 Good monitoring of pupils' performance by the co-ordinators has resulted in teachers focusing on weaknesses in pupils' use and application of mathematics. As a consequence, all lessons seen during the inspection gave pupils opportunities to develop this aspect of their work. Pupils in Years 5 and 6, for example, were investigating effectively the relationship between area and perimeter, pupils in Years 3 and 4 were investigating line symmetry using mirrors and pupils in Years 1 and 2 were developing a good understanding of how numbers can be sorted according to various attributes such as odd and even and multiples of five.

60 All teachers use resources such as number fans, logic blocks and number lines to develop understanding. They make particularly good use of interactive whiteboards and computers to consolidate and extend learning, for example, in a lesson for pupils in Years 5 and 6, an interactive whiteboard was used successfully to model the procedure for calculating the area of an irregular shape. In a lesson for pupils in Years 1 and 2, laptop computers were used to extend pupils' work on symmetry. Marking is good and shows pupils how their work might be developed and homework is used well to extend learning.

61 Leadership and management of the subject are very good. Some focused monitoring of teaching and very good analysis of pupils progress have identified strengths and weaknesses in the subject and established a strong base for development. Assessment and target setting are developing well and result in work that is more relevant and challenging for pupils of all abilities. The co-ordinator is aware of the need to continue these developments as a means of helping raise standards.

Mathematics across the curriculum

62 Pupils' mathematical skills lend good support to learning in other subjects. Measuring skills are used effectively in design and technology projects and data handling skills boost work in science when pupils produce results of investigations in tables, charts and graphs. Pupils are able to tally results of traffic surveys in geography effectively and use their understanding of symmetry to produce attractive patterns in art and design.

Science

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- There is a good emphasis on investigative work
- Pupils achieve well and standards are improving
- Pupils' limited language skills affect their ability fully to explain the conclusions drawn from their experiments

Commentary

63 Standards are below average by the end of Year 2 and Year 6. This reflects pupils' performance in lessons and in their work over the past year. Standards are improving well as a result of the consistently good teaching and the emphasis on an investigative approach to science work. There is good analysis of standards and a clear expectation of the progress pupils will make during each school year. There are plans to implement an improved system for target setting in science. The science club provides very good opportunities for pupils to extend their learning, and its content is well planned.

64 By the end of Year 2, pupils understand the differences between people at the various stages of their development. They know what babies need to support them and explain the timeline of human development. From the scrutiny of pupils' work, they show a good understanding of key concepts, including what is a fair test. By the end of Year 6, pupils contrast the features of different habitats and understand which features will best support life. They plan their experiments well and predict the outcomes with confidence. Pupils use appropriate scientific vocabulary, for example in explaining why the size of a container affects evaporation. They record their findings confidently in a number of ways, including using ICT in data handling.

65 Teaching and learning are consistently good across the school and pupils of all abilities achieve very well. There is a good emphasis on scientific investigation and this has led to a developing understanding of scientific processes, which is enabling pupils to achieve higher standards. Throughout the school, teachers plan and prepare well, using a good range of high quality resources. Teachers have good subject knowledge and explain the subject content and processes well so that pupils develop good understanding. Questioning is good, and teachers use this very well to help pupils improve their understanding. Lesson objectives are very clear, and pupils know what they are expected to achieve. Teachers use the learning objectives well to judge what pupils have achieved in the lesson.

66 The subject leader is currently the headteacher. He has very good subject knowledge and is very enthusiastic about science. He works in close partnership with the teacher who is to take on this role, and together they provide very good leadership and management. The scheme of work is well established and provides good coverage of the science curriculum, with good emphasis on progression and developing concepts. There is a comprehensive policy for science, which has already been used as an exemplar model in other schools.

Information and communication technology

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

Main strengths and weaknesses

- ICT supports learning very well across the curriculum
- Teaching is very good and the achievement of pupils is very high
- ICT skills are developed very well
- Leadership and management is innovative and very effective

Commentary

67 The development of ICT is taking place at a rapid rate, and its use is securely embedded throughout the school to enhance teaching and learning and to improve standards of attainment.

68 Standards are in line with national expectations by the end of Year 2 and Year 6. Pupils achieve very well throughout the school. Many pupils enter the school with limited experience of ICT, and the standards they have attained in a short time are a testament to the high quality provision of the school. By the end of Year 2, pupils use a very good range of tools well to create pictures. They produced a pictogram to show how they travel to school and handle data using tallying and block graphs. They use technical vocabulary well. Pupils of all abilities enjoy ICT and show high levels of confidence in using computers. Pupils in Years 3 & 4 edit texts very well. They confidently change a number of features, including the font colour and size. By the end of Year 6, pupils set up and use hyperlinks to produce an information text. They understand how to access and utilise the Internet. They produce *Excel* spreadsheets and handle data with confidence. The use of other forms of ICT is well developed; for example, digital cameras and listening centres.

69 Teaching is very good. Interactive whiteboards are a feature of all classrooms, and these are used very well to support teaching and learning. The school had set a target of 70 per cent of lessons utilising the whiteboards. This target has been exceeded in a short time, and teachers show high levels of confidence and expertise in using this technology. Teachers use the whiteboards, for example, to display learning objectives, and to model tasks and activities. Teachers have very good subject knowledge and use technical vocabulary very well. Planning is very good, and ensures that pupils continuously develop their skills. Lessons take place in classrooms or in the well-equipped training room, and are very well organised. Behaviour is managed very well and relationships are very good.

70 The subject leader is enthusiastic about the subject. She has very good subject knowledge and is a good role model for colleagues. The headteacher also has a key role in leading and managing ICT, and is a driving force in its development. There is a well-developed intention for ICT to support all areas of school improvement. There are clear and innovative plans to develop ICT further, including the introduction of a wireless network. Resources are very good and of very good quality. The ratio of computers to pupils is 1:3. Monitoring is well established and the subject leader provides regular reports to the governing body. The quality of the school's work has been recognised at LEA level, and they have contributed to a local conference as a lead school.

Information and communication technology across the curriculum

71 ICT is used very well to support work across the curriculum. All subjects benefit from an ICT element, and computers are used routinely in lessons. Data handling programs are utilised well in science lessons. In a religious education lesson, pupils explored a virtual image of a Sikh temple. Spelling programs are in use regularly to support pupils, especially those with SEN. The Mind-Manager program is used in literacy lessons, so that pupils can develop this technique. The Internet is used to research work in, for example, religious education, art and design, history and geography.

HUMANITIES

72 During the inspection, no direct teaching of history and geography was seen. It is therefore, not possible to make a secure judgement on provision in these two subjects. Evidence was, however, gathered from discussion with pupils, examination of pupils' past work and teachers' planning. On the basis of this evidence, standards in the two subjects are similar to those expected for pupils' ages. In **history**, pupils in Years 5 and 6 have studied the differences in the lives of rich and poor people in Victorian Britain. This project involved them in research on the Internet and enabled them to use their literacy and numeracy skills to record what they had found in a variety of ways including charts, tables and graphs as well as written accounts. Pupils in Years 3 and 4 have researched key features of the Ancient Greek and Egyptian civilisations and used secondary sources of information including pictures and artefacts. The two subjects are often linked effectively; for example pupils in Years 1 and 2 learnt what it was like in a Victorian kitchen during a geographical topic on houses and homes. Drama was also used to add further interest and enjoyment to learning life for the pupils.

73 In **geography**, mapping skills are developed well. Pupils in Years 1 and 2 produce simple picture maps of the local area and these are developed well in Years 3 to 6 to include greater detail. The local area is used well in geography; for example, pupils in Years 1 and 2 investigate parking issues around the school and conduct traffic surveys while older pupils in Years 5 and 6 look in greater detail at their town. This involves interviewing local residents and field trips into the town. These first-hand experiences contribute effectively to pupils' understanding of the subject. Pupils begin to develop an awareness of different environments when pupils in Years 1 and 2 plot the travels of 'Barnaby Bear' on a world map and pupils in Years 3 and 4 study the similarities and differences of life in their town and life in an Indian village.

74 Only one lesson was seen in **religious education** during the inspection. It is not therefore possible to make a secure judgement about overall provision. In addition to the one lesson seen, the inspectors talked to pupils in Year 6, examined teachers' planning and pupils' work over the year. Planning is comprehensive and covers the requirements of the Agreed Syllabus, pupils are developing good levels of understanding of major faiths, and an empathy with others. There are good links with the PSHE curriculum and a focus on spiritual, moral, social and cultural development. Pupils show good knowledge of major faiths, for example Christianity and Sikhism.

75 Teachers plan well in line with the scheme of work. The use of artefacts in lessons engages pupils' interest and promotes reflection and an understanding of major faiths. Learning is enhanced by visits to places of worship, for example, the local church and a Sikh temple. Marking is developmental and linked to learning objectives. The subject is well led and managed by the headteacher. Coverage of the curriculum is assured through a comprehensive curriculum map, and clear links with the assembly programme, which includes recognition of major religious festivals.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76 No lessons were seen in art and design and design and technology. It is not, therefore, possible to make a firm judgement about provision in these subjects. Inspectors looked at teachers' planning and pupils' work throughout the year.

77 The work seen in **art and design** is similar to that expected for pupils' ages. In Year 2, pupils use a variety of textile materials to produce a collage as part of their topic on themes in

nature. They produce portraits of each other, with good attention to detail. Pupils in Year 3 and 4 produce batik work on an Indian theme. All pupils make clay faces with the support of a visiting artist. Good use is made of the local environment as a stimulus with, for example, pupils using the school grounds as a subject for their artwork. ICT is used to good effect, for example in researching the use of shape, line and colour. The curriculum provides coverage of all aspects of the art and design curriculum. Pupils work with a variety of media and dimensions and achieve well. The work of famous artists is studied, and pupils produce their own interpretations. Examples of this are paintings of water lilies in the style of Monet, pictures in the style of Mondrian and clay houses in the style of Lowry. The use of sketchbooks is developing well, with pupils using these to plan and refine their ideas. Marking in sketchbooks is well developed and is enabling pupils to improve their work. Provision is enhanced by the work of visiting artists. The art club is very successful and provides a valuable opportunity for pupils of all ages to work together on artistic projects.

78 The work seen in **design and technology** is similar to that expected for pupils' ages and pupils achieve well. Pupils in Years 1 and 2 make moving picture books using levers. In Year 3 and 4, pupils produce 'moving monsters' using hydraulics. They apply skills of cutting, attaching and sewing to good effect to create finished products. In Year 5 and 6, pupils make moving toys and share these with pupils in the Reception class to see how successful their designs had been. Planning is comprehensive and ensures coverage of the design and technology curriculum. A portfolio of work has been developed, which includes evaluation of pupils' work in relation to key objectives. Skills are taught systematically and there are good opportunities for pupils to apply these skills in real situations.

Music

Provision is **good**.

Main strengths and weaknesses

- Music is an integral part of the life of the school
- The specialist teacher makes an effective contribution to provision
- Resources are plentiful and of good quality
- Pupils' singing sometimes lacks clear diction and pitch is not yet secure

Commentary

79 By the end of Years 2 and Year 6, standards are broadly in line with national expectations. In Years 3 and 4 pupils use untuned percussion instruments to good effect to portray the elements of a story. They are developing good playing techniques, and refine these in response to guidance. In Years 5 and 6, pupils sing with confidence, and emerging expression. Most pupils sing in tune, and diction is improving. Many older pupils can sing two-part songs and hold a descant. Some pupils play the recorder, and hold a tune and rhythm with confidence, using a full octave.

80 Teaching is good and benefits from the input of a specialist teacher. Lessons are well paced and include a good range of varied activity, which engages the interest of the pupils. Expectations are very clear and behaviour well managed. The specialist teacher has good subject knowledge and works effectively with pupils in all age groups. All pupils are encouraged to participate fully in music making, and to refine their performance. The schemes of work ensure coverage of the music curriculum, which is enhanced by clubs and opportunities

for pupils to learn an instrument. There are plans to extend these opportunities in the future to as many pupils as possible.

81 The school benefits from a good range of tuned and untuned instruments, which are of good quality. Recorded music is played routinely throughout the school day, and contributes to the positive atmosphere in the school. The expressive arts are seen as a key feature of the school, and there are plans to develop music more extensively in the future.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teachers have good class control and insist on high standards of behaviour
- Lessons have a good structure
- An excellent range of activities outside lessons make a significant contribution to pupils' achievements
- On occasions, pupils sit for too long listening to instructions

Commentary

82 Only lessons in games and athletics were observed during the inspection. In the lessons observed in these aspects of the subject, standards were similar to those expected nationally. Pupils of all abilities, including those who have SEN, achieve well. There is no significant difference in the standards achieved by boys and girls. Teachers' planning indicates that all aspects of the subject curriculum receive appropriate and balanced coverage. Pupils in Years 3 to 6 have the opportunity to go swimming and records show that most are able to swim the expected 25 metres by the end of Year 6.

83 In the three lessons observed, the quality of teaching was good. Lessons were effectively planned and had a consistent and appropriate structure of warm-up activity, skill development, team game and cool down session. Teachers are actively involved in lessons, dress appropriately and model good techniques. They insist on high standards of behaviour and pay appropriate attention to safety. Teachers encourage pupils to comment on the performance of others and this helps them see how their own performance can be improved. A competitive element is introduced in all lessons and this motivates the pupils to try even harder. On occasions, too much time is spent giving organisational instructions to pupils and this cuts down the time spent on physical activity.

84 Pupils in Years 1 and 2 throw and catch balls of different sizes with reasonable success and show satisfactory hand-eye co-ordination. Most pupils are able to develop the skill well over different heights when throwing and catching balls with a partner. Pupils in Years 3 and 4 develop satisfactory skills needed for playing batting and bowling games and in Years 5 and 6, pupils show good techniques when working on baton changes in relay racing.

85 There is an excellent range of activities outside lessons that develop pupils' skills and enjoyment of the subject. Additional expertise provided by the teachers, students, professional coaches and parents add a valuable dimension to the subject and have a marked effect on pupils' achievements in, for example, team games and dance.

Personal, social and health education and citizenship

Provision for personal, social and health education (PSHE) is **very good**.

Main strengths and weaknesses

- The development of PSHE underpins much of the work across all subjects
- There is a well planned programme of regular lessons
- Drama and role-play are used very effectively to develop pupils' awareness of key issues

Commentary

86 The school places a high priority on this aspect of pupils' development and there is a significant emphasis on the development of self-esteem, pride in achievement and relationships in all lessons, as well as in specific PSHE lessons. All pupils know the 'SMART' code and behave accordingly. There are clear and appropriate policies on sex and relationships education, racial harmony and child protection and these are followed through in practice.

87 Drama and role-play are used very well to stimulate discussion on sensitive issues. In a very good lesson for pupils in Years 5 and 6, for example, small groups of pupils acted out situations where peer pressure was put on individual to do something that was clearly wrong. Pupils enjoyed the activity and gained good awareness of the nature and implications of acting passively and assertively. Pupils in Years 1 and 2 cover topics on health and growth and know, for example, that certain foods are good for you and others are not. In specific PSHE lessons, pupils in Years 3 and 4 explore issues around relationships, feelings and how to get along with each other.

88 There is now opportunity for pupils to serve on the new school council through elections held in each class. This is giving pupils good early ideas about citizenship and corporate responsibility.

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	8
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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
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Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). Does not apply to this school (8)