

# INSPECTION REPORT

**PARKDALE PRIMARY SCHOOL**

NOTTINGHAM

LEA area: NOTTINGHAMSHIRE

Unique reference number: 122528

Headteacher: Mr R. Collins

Lead inspector: Mrs S. M. Barnes  
Dates of inspection: 8<sup>th</sup>-11<sup>th</sup> September 2003

Inspection number: 257151

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:	4 -11
Gender of pupils:	Mixed
Number on roll	349
School address:	Parkdale Road Carlton Nottingham
Postcode:	NG4 1BX
Telephone number:	0115 9110066
Fax number:	0115 9110084
Appropriate authority:	Governing Body
Name of chair of governors:	Dr A. Smith
Date of previous inspection:	14/09/1998

## CHARACTERISTICS OF THE SCHOOL

Parkdale Primary is a larger than average school in Carlton, on the edge of the city of Nottingham. The boys and girls who attend are aged from 4-11 and come from homes around the school and also, about a third of them, come from the city itself. Attainment on entry varies between individuals and covers the full range, but is broadly average overall. However, a higher than average proportion of children start school with speech and language difficulties. An average proportion of the pupils are eligible for free school meals. Slightly more pupils than nationally have special educational needs. The majority of these pupils have moderate learning difficulties and are supported from within the school. The proportion of pupils with a statement of special needs is below average at a third of a per cent. More pupils than nationally speak a language other than English at home (16 per cent).

Until 2000 the school was partially housed in old ex-army huts, but now it has a new, permanent building and a large hard-surfaced playground and fields. At the time of the previous inspection, standards and the quality of education provided were judged to be requiring some improvements. The climate for learning and management and efficiency were judged to be good. There have been a number of changes to the teaching staff recently, due in the main to retirement and general mobility, and seven of the current class teachers have been appointed in the last two years. As a result many of the co-ordinators are relatively new to their roles and responsibilities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	English, religious education, music
11437	Mr A. Anderson	Lay inspector	
20326	Mr P. Clarke	Team inspector	special educational needs, personal, social health education and citizenship, science, design and technology, physical education
2758	Mr I. Jones	Team inspector	mathematical development, information and communication technology (ICT), geography, art and design
19994	Mrs L. Bradley	Team inspector	Foundation Stage, English as an additional language, history

The inspection contractor was:

Altecq Education  
102 Bath Road  
Cheltenham  
Glos  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school, which is improving at a greater rate than nationally.** Improvements since the last inspection have been significant. Previously low standards in some subjects have improved so that they are equal to or better than those of similar schools. Strong, determined leadership and management at all levels have taken the school forward so that it is now well able to continue its good rate of improvement. The leadership, management and governance of the school have resulted in a good level of improvement in the quality of education provided. Teaching and learning in all year groups are currently good. Pupils' achievements are good and they have very positive attitudes to their work and also to each other. Boys and girls of all levels of ability and from all groups have equality of access and opportunity. Relationships, both within school and also with the wider community, are very good. Pupils are very well behaved and have very good attitudes to school and to their work. In view of the high quality of education provided and the low costs incurred per pupil, the school provides very good value for money.

The school's main strengths and weaknesses are:

- Leadership, management and governance of the school are very good and ensure equality of good provision for all pupils.
- Provision for pupils' spiritual, moral and social development is very good and, as a result, they have very good attitudes to school and to their learning.
- Behaviour and relationships within the school are very good resulting in a very pleasant atmosphere in work and during play sessions and lunchtimes.
- The quality of teaching and learning is good throughout the school.
- Pupils' achievements are good and standards in religious education (RE) and information and communication technology (ICT) are above those expected at the end of Year 2 and Year 6.
- Although pupils use computers to help them in the required curriculum areas, many opportunities for pupils to use ICT to aid their learning in other subjects are missed.
- Links with parents and the community are very good.
- Provision for the care, welfare, health and safety of all pupils is very good.

The school has made a **good level of improvement** since the previous inspection. All of the issues raised have been addressed. In addition, there have been significant improvements in standards in subjects, in teaching and learning, behaviour of pupils, ethos, curriculum, provision for pupils with special educational needs and accommodation. All these have had a positive effect on standards.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	C
Mathematics	D	D	C	C
Science	C	D	D	D

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

Standards attained in national tests in 2001 at the end of Year 6 were average in English and mathematics, and below average in science. However, compared to the prior attainment of these pupils at the end of Year 2, these results represented a good level of achievement in science and mathematics and very good achievement in English. Currently standards attained are average in English, mathematics and science and **pupils' achievements throughout the school are good.** Children in the Foundation Stage settle into school routines quickly and are likely to, at least, achieve

all of the goals they are expected to reach by the end of reception in all six areas of learning. In personal, social and emotional development, standards are higher than usually found, due to the particularly good quality of teaching and the careful planning of the curriculum for this area of learning. Standards of attainment for pupils in Years 1 and 2 are average in reading, writing, mathematics and science, and pupils achieve well. In Years 3 to 6, pupils make good gains in their learning and attainment is average in English, mathematics and science. Standards are above those expected in ICT and RE at the end of Year 2 and Year 6. Standards in other curriculum areas are in line with those expected. Standards in literacy and numeracy across the curriculum are good.

Pupils' **spiritual, moral and social development is very good**. Pupils' **cultural development is good**. Pupils have **very good attitudes** to school and their learning. **Behaviour is very good**. **Attendance is satisfactory**.

## QUALITY OF EDUCATION

The school provides a **good standard of education** for all of its pupils. The quality of **teaching and learning is good in the Foundation Stage and also for pupils in Years 1 to 6**. Provision for all pupils, including those with **special educational needs** and those with **English as an additional language is good**. **The quality of assessment is good** and it is used well to make sure that pupils are set work which is at the right level for them.

The **curriculum** the school provides for its pupils **is good overall**. However, **some opportunities are missed for pupils to use ICT** to help them develop skills and knowledge in other subjects. Pupils have good opportunities to take part in extra-curricular activities and to extend their learning through trips, visits and by listening to guest speakers. The arrangements the school makes for the care, welfare, health and safety of its pupils are very good. The partnership with parents and with the wider community is very good and has a very beneficial effect on teaching and learning.

## LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are very good**. The **leadership of the head teacher and senior staff is very good** and has resulted in a clear whole-school vision, good levels of improvement and raised standards in teaching and learning throughout the school. The **management of the school is very good** and systems and daily routines are extremely efficient. The work of **the governing body is very effective** and ensures the senior management is constantly challenged and the highest possible standards are constantly aimed for.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **very pleased with the work of the school** and the standards their children achieve. They appreciate the work the school does, and **many regularly visit school** and help in lessons and other activities. However, in their questionnaire responses, a small but significant proportion of **parents said they would like even more information about their children's progress and how they could help them at home**. Pupils are very happy with their school and **say they think all their teachers are fair with them and help them with their work**. Parents and pupils alike say that they think the quality of teaching is good.

## IMPROVEMENTS NEEDED

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

- Ensure that teachers clearly plan and enable pupils to take all available opportunities to use their skills in ICT to help develop their knowledge and understanding in other subjects of the curriculum.

# FULL REPORTS

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## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The overall **achievements** of boys and girls of all levels of ability and from all groups are currently **good**. **Children in the foundation stage achieve well**. **Standards in the core subjects** of English, science and mathematics are **average** at the end of Year 2 and Year 6. **Standards in ICT and RE are higher than those normally attained**.

#### Main strengths and weaknesses

- Children in the Foundation Stage make a good start, particularly in their personal and social development.
- Standards attained in English, mathematics and science are average at the end of Year 2 and Year 6.
- Standards in literacy and numeracy across the curriculum are good.
- Standards in ICT and RE are above those normally expected at the end of Year 2 and Year 6.
- Standards in all other areas of the curriculum are in line with those expected throughout the school.

#### Commentary

1. **Foundation Stage** – Children in the foundation stage (in the reception class), make a good start to their learning and settle into school routines well. Their achievements are good and they are well prepared for the next stage in their education. The children quickly learn to share and to work alongside each other and standards attained in personal development, creative development and knowledge and understanding of the world are higher than for most children of this age by the time they start in Year 1. Standards attained in communication, language and literacy are in line with those expected, despite the higher than average proportion of children who start school with speech and language difficulties. Standards attained in physical and mathematical development are in line with those normally attained.

#### Key Stage 1

##### Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.3 (16.0)	15.8 (15.7)
Writing	15.0 (14.0)	14.4 (14.3)
Mathematics	18.2 (16.6)	16.5 (16.2)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

2. The standards attained in the end of key stage tests for pupils in Year 2 in 2002 were above average in writing and well above average in mathematics. In reading they were average. When compared with similar schools results were above average in writing and mathematics and average in reading. Teacher assessments indicated that in science standards were well below average. Currently standards are average in all three core areas of English, mathematics and science and they are above those normally attained in ICT and RE. In



lessons, pupils from all groups are currently making good progress and their achievements are good. In the other subjects of the curriculum they are broadly in line with those expected.

## Key Stage 2

### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.3 (27.5)	27.0 (27.0)
Mathematics	26.6 (26.2)	26.7 (26.6)
Science	28.0 (27.8)	28.3 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year.

- Standards attained in tests at the end of Year 6 in 2002 were average in English and mathematics and below average in science. These results were average in English and mathematics, when compared to similar schools and below those attained in similar schools in science. However, when compared to the attainments of these same pupils at the end of Year 2, the results indicated that they had made good progress in mathematics and science, and very good progress in English. This improving picture has continued and standards in all three core subjects are currently average with indications that pupils' achievements are good overall. As with Key Stage 1, the standards pupils attain in ICT and RE are above those expected for their age. Standards in other subjects are in line with those expected by the end of Year 6.
- Throughout the school pupils use literacy and numeracy skills effectively to support their learning in other subjects. ICT skills are used appropriately, in the main, but there are many occasions when opportunities for their use to enhance learning across the curriculum are missed.
- Pupils with special educational needs across the school receive good support to meet their individual needs, and so achieve well in relation to prior learning levels, especially in literacy, which is the main target of the majority of individual education plans. These plans are very comprehensive and written in a style that is easy to follow and to monitor progress against clearly achievable targets.
- Pupils with English as an additional language are supported well and make good overall progress and attain standards in line with their peers. The achievement of these pupils is good overall, due to the good support and teaching they receive.

### Pupils' attitudes, values and other personal qualities

Pupils have **very good attitudes** to school and most **behave very well** at all times. **Personal development is very good.** Pupils' **spiritual, moral and social development is very good.** **Cultural development is good.** Pupils' **attendance and punctuality at the school is satisfactory.**

### Main strengths and weaknesses

- Pupils are keen to learn and in most lessons try their best.
- Behaviour is consistently very good in lessons and at playtimes.
- Pupils in Year 6 show a high degree of sensitivity towards their classmates.
- The children in the reception class achieve well because of the good grounding they receive in personal, social and emotional development.

- Relationships are very good throughout the whole-school community. Pupils work and play together very well whatever their gender, age or ethnic background.
- The school successfully places a strong emphasis on pupils' personal development, although staff miss some opportunities to promote cultural development.
- The school's support systems for attendance (such as the late book) are very good.
- Most parents are supportive of the school and ensure that their children are on time.

## Commentary

7. Parkdale School is a happy place to learn. Staff and pupils form productive working relationships and show mutual respect and trust. Pupils say that they feel safe and secure, that they are well supported by their teachers and want to do their best. Attitudes to learning have improved since the last inspection and now match the continuing high standards of behaviour. There has been a significant improvement in pupils' personal development. This is contributing to good achievement and improving standards.
8. The school's ethos places pupils' personal development at the heart of learning. Senior managers have developed consistent and comprehensive planning for pupils' personal development that takes good account of their age. Even though the inspection took place in the second week of a new school year with a significant number of new teachers, there was a marked consistency in the approach taken by all staff and in the expectations that they shared with the pupils. From the very beginning, the youngest children are expected to take on responsibilities and do so willingly and with pride. By the time that they reach Year 6, pupils undertake a wide range of duties responsibly and sensitively. They say that one of their greatest challenges is to provide a good role model for the younger pupils.
9. Pupils behave very well because they are helped to understand very clearly the impact their actions have on others. The one fixed-term exclusion was fully justifiable. In lessons and at playtime, there is a high degree of racial harmony. The school is extremely active in supporting those pupils who find it difficult to make friends or feel they are being picked on. A circle of friends is established with volunteers who help the vulnerable pupil to devise coping strategies and to appreciate their own qualities. Pupils in Year 6 also participate in weekly sessions where they are encouraged to talk through a wide range of issues that affect them personally and challenged to find others ways of managing difficult situations. These sessions enable pupils to develop a high degree of personal awareness, and a willingness to become part of the solution rather than the problem. Throughout the school, teachers choose texts that will enable pupils to explore their feelings and to take account of other's point of view.
10. Assemblies, religious education lessons and personal, social and health education lessons all play an important part in pupils' spiritual, moral, social and cultural development. Pupils are made to realise that their views matter, are expected to think for themselves and are enabled to understand what lies behind the rules. Although pupils' cultural development is good overall, the school has recognised that planning is patchy at both whole-school and class level and that senior managers do not have a clear enough overview. Opportunities are missed to extend pupils' understanding of other cultures in all subjects across the curriculum and to provide positive role models from different races and cultures.
11. The school works hard to promote good attendance and systems to monitor it are good. The overall attendance at the school is satisfactory and is in line with the national average despite a significant number of extended holidays abroad being taken by some pupils. The incidence of unauthorised absence is low and is below the national average. The majority of pupils come to school and lessons on time.



### Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3%
National data:	5.4%

Unauthorised absence	
School data:	0.1%
National data:	0.5%

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

### Exclusions

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Black or Black British – Caribbean
Black or Black British – any other Black background
Chinese
Any other ethnic group

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
258	1	0
2	0	0
2	0	0
1	0	0
3	0	0
5	0	0
50	0	0
3	0	0
1	0	0
9	0	0
3	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school **is good**.

### Teaching and learning

The quality of **teaching is good throughout the school**. As a result **boys and girls of all levels of ability make overall good gains in their learning** in all classes.

### Main strengths and weaknesses

- Teachers have overall good knowledge and understanding of the subjects they teach and the academic needs of the pupils in their care.
- The quality of planning for lessons is very good.
- Teachers have suitably high expectations of their pupils, in terms of both behaviour and effort. Lessons are interesting and pupils respond by concentrating well and trying their hardest.
- Teachers use a good range of different teaching methods well and pupils work effectively on their own or in groups, as the need arises.
- Teaching assistants are deployed well and make a positive contribution to the progress pupils make in lessons. This is especially the case for pupils with special educational needs and those at early stages of acquisition of English.
- The school's system for assessment is good and has the potential to be a powerful tool in raising standards.
- The school is aware of the need to directly involve all pupils in reviewing their own progress against agreed targets.
- On occasion teaching is excellent.

### Commentary

#### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (10%)	24 (59%)	12 (29%)	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.

12. The quality of teaching is good throughout the school, which indicates improvement since the previous inspection. Teaching in the Foundation Stage is consistently good. An appropriately high emphasis is placed upon establishing clearly understood routines. As a result of this, and the good emphasis the teachers and support assistants place upon developing responsible attitudes, standards in personal, social and emotional development, knowledge and understanding of the world and creative development are high.
13. Teaching of pupils with special educational needs and those with English as an additional language is good, and is having a beneficial impact on the achievement of these pupils in meeting their individual targets. Work in literacy for special educational needs pupils is well planned and, through effective support, these pupils achieve well in relation to prior levels of learning. Class teachers are responsible for drawing up the pupils' individual education plans, and so are aware of needing to acknowledge the targets in their planning. This is done consistently throughout the school. Outside agency support is readily given because the school makes a positive response to advice given. As a result of the joint effort of this support team, pupils are skilfully taught with care and thought.

14. Teachers have generally good knowledge and understanding of the subjects they teach and support each other well when preparing lessons. The quality of planning is very good and a particular strength of the school. Despite the relative newness of a significant proportion of the teaching staff to the school, there was great consistency in the high standard of teaching and the methods teachers in parallel classes used. This is achieved by the effective teamwork as well as by the strong influence of clear sighted leadership and management, both at individual subject and also at whole-school levels. As a result, there is equality of access to learning for pupils in all classes.
15. Teachers throughout the school share appropriately high expectations of pupils in terms of their behaviour and also their attitudes. Pupils respond very well to the consistency of approach by all staff. They are relaxed but focused, and have good levels of concentration and work hard. They are not afraid to ask for further information or to move so that they can follow their teachers' instructions and explanations more clearly. Support assistants are well deployed and make a positive contribution to the learning of the groups they support, especially those with English as an additional language and those with special educational needs. The good quality of relationships between staff and pupils has a beneficial effect on the working atmosphere of the school and the standards pupils attain.
16. Systems and procedures for monitoring and supporting pupils' achievement are good. Since the previous inspection there has been good improvement in the way teachers assess learning steps, and the use of that assessment to plan and teach appropriate lessons to enable all pupils to reach their potential. Lessons are challenging and there are good levels of support for those who need it. The school has a good overview of standards and achievement in English and mathematics, but at present such systems do not exist in such detail for science. Pupils are not always fully aware of exactly what they need to do to improve in the subject. Good use has been made of analysis of records of individual pupils and groups to ensure that all pupils achieve as well as they can. Target setting has been a recent priority for development and is at an early stage of development. Teachers are trying out a range of slightly different methods, in order to evaluate their effectiveness. The best practice clearly demonstrates how pupils are assessed in all subject areas and how personal targets help them achieve well in relation to prior levels of learning. However, the regular review and refinement of these targets is not yet fully in place.

#### **Example of outstanding practice**

##### **An excellent religious education lesson, in Year 6, on the importance of worship in people's lives.**

The teacher planned the lesson exceptionally well and timed it skilfully. A discussion before lunch, on different perceptions of shared experiences, set the tone very well. During lunchtime the teacher transformed the classroom. Windows were obscured, tables moved, flowers, incense and candles placed around and quiet music played. As the pupils came into class they were silent, excited and curious.

The aims of the lesson were clearly displayed and the teacher began with a discussion of the changes in the room. The feeling of security established previously, led to an immediate and open discussion of pupils' experiences in church, synagogue, temple and mosque. The teacher skilfully led the discussion to the consideration of worship, allowing that it may mean different things to different people. Pupils worked together, sharing views with thoughtfulness, aware that they could be frank in this supportive environment. The very high expectations of the teacher and the atmosphere of respect created led to the pupils achieving very good levels of understanding of how faith affects people's daily lives. The lesson also made a very good contribution to pupils' spiritual, cultural and social development.

#### **The curriculum**

The quality of **the curriculum throughout the school is good. Pupils are offered a good range of worthwhile opportunities. There is a good range of extra-curricular activities. The accommodation and resources are good.**

- The curriculum offers a rich, broad range of interesting learning opportunities which enable all pupils to achieve well.
  - The curriculum effectively meets the requirements of the National Curriculum, religious education and collective worship.
  - Strategies for the teaching of literacy and numeracy are working very well, and the curricular provision for using and applying knowledge in science has been improved successfully.
  - The inclusion of French is a positive feature in the curriculum.
  - The school identifies and plans specifically for pupils who are capable of attaining the highest standards, and this is a strength.
  - The curriculum offers good provision for pupils with special educational needs.
  - The school is aware of the need to develop still further the use of information and communication technology to underpin more consistently its planned use in all subjects.
  - The accommodation is good and there is a good range of high quality resources to support pupils' learning in all subjects.
17. The school is socially inclusive and provides a rich, balanced and well planned curriculum to which all pupils have equal access. Statutory requirements are met in all subjects, with particular strengths in religious education. The standards being achieved today are the result of a good, cohesive, well-planned curriculum. A comprehensive programme has been introduced for the development, monitoring and reviewing of all areas of the curriculum, from reception onwards, resulting in well focused and appropriate action plans that continue to guide good improvement. The school's strategy for teaching literacy and numeracy has been successfully and consistently implemented throughout the school. The English curriculum is rich, providing well planned opportunities for pupils to develop their speaking, listening and writing skills. The school's strategy for teaching numeracy is also good and has an impact in particular on pupils' numeracy skills in other subjects, for example design and technology.
18. Teachers work hard to plan sequences of lessons that provide a range of interesting opportunities that excite and make new learning enjoyable. The application of knowledge and skills to problem solving, investigation and research in mathematics and science is promoted with success. The accommodation is good and there is a good range of high quality resources for all subjects.
19. Provision for pupils with special educational needs is good, and this helps them make consistently good progress during their time in school. These pupils who have identified special needs are given every opportunity to take part in all the school's activities. Specific literacy and numeracy needs of pupils with learning difficulties are well attended to, due to the high quality of support that is given. The good range of extra-curricular activities is open to special needs pupils and many of them take the opportunity to participate in them. Many talk enthusiastically of the pleasure gained from taking part in sporting activities.

### **Care, guidance and support**

The procedures for **child protection, pupils' welfare and health & safety are very good**. The procedures for **supporting and guiding pupils through monitoring are good**, as are those for **seeking and acting on pupils' views**.

### **Main strengths and weaknesses**

- Child Protection procedures are in place and effective.
- Systems to help pupils when they first start school are good.
- Systems to ensure a healthy and safe environment are very good.
- School teaching and support staff know their pupils well.
- Medical records are well maintained and regular fire drills are undertaken and recorded.
- Risk assessments take place in advance of school trips.

- The school provides a high level of support and guidance as pupils progress through the school, and they are suitably involved in decisions about school life.

### **Commentary**

20. Child protection systems and procedures are in place and the reporting person is known to all staff in the school. Relevant staff training in child protection matters has also taken place. Teaching and support to individual pupils is demonstrated by the good provision for pupils with special educational needs. Pupils' academic performance and personal development are monitored both formally and informally and appropriate steps are taken to identify any individual problems. A 'circle of friends' system has recently been introduced and this is utilised effectively to support any pupils who are experiencing personal difficulties and are in need of additional guidance.
21. Support staff, well supported by a range of external agencies, provide a high degree of welfare. The school has good systems to ensure that the environment is safe and healthy for all pupils.
22. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies to which parents are sometimes invited. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem. Pupils are suitably involved in decisions about school life, such as in the formulation of rules for classroom behaviour and a wide range of monitoring roles.
23. The high level of child protection and welfare support to pupils at the school, together with the good procedures for promoting pupils' personal development and well being, have a positive impact on their learning and they are a significant strength of the school.

### **Partnership with parents, other schools and the community**

**Parents' views of the school are very good**, as are the school's **links with parents**. The school's **links with the local community, including other schools are very good**.

### **Main strengths and weaknesses**

- The majority of parents like the school.
- Parents feel that the school is well led and managed and that teaching is good.
- Parents feel that the school is approachable with any problems.
- Most parents feel that the school works closely with them.
- The school utilises the community very well to support the curriculum.
- The school's partnership with other schools is very good.
- Pupils' targets for development in the annual reports to parents are not as detailed as they could be.

### **Commentary**

24. A significant majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. A minority of parents felt that they were not always kept fully informed and that the school does not always seek their views or take account of their concerns. The information provided to parents is of a high standard.
25. The Friends of the School Association is very supportive of the school and provides a further effective link. Parental attendance at school concerts, celebrations and sports days is very good. Parents make a good contribution to their children's learning at home through reading. Links with parents of pupils with special educational needs are very good and they are well



informed and involved in education plans. The school also makes very good use of the local community. The school also has very good links with the local police and they and the children are very much involved in a local project entitled DARE - Drugs Awareness Resistance Education.

26. The school provides a termly diary of events to enable parents to plan well ahead. There are very close links with several local schools and, as a result, the transitional arrangements with these schools are very good. The school's links with parents and the community provides a very strong contribution to pupil's learning and personal development and it is a major strength of the school.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are very good.** The leadership by the head teacher and other senior staff is very good. Management throughout the school is very good. The governing body is highly effective.

### Main strengths and weaknesses

- The governing body, head teacher and staff work together as a very effective team to raise the standards achieved by all pupils.
- The head teacher is a highly proficient leader and manager.
- The relatively new senior management team is enthusiastic and well focused on school improvement.
- The well-targeted planning for the school's improvement is being implemented with energetic determination.
- The governing body takes a full and active role in all aspects of the work of the school.
- The school's finances are managed wisely and are appropriately focused on school priorities.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	795 587	Balance from previous year	100 000
Total expenditure	825 114	Balance carried forward to the next	70 472
Expenditure per pupil	2 434		

### Commentary

27. The head teacher has a clear and accurate view of what needs to be done to raise the standards achieved by all pupils. His focused sense of purpose is shared by all staff at the school. The head teacher, senior teachers and the governing body have a clear understanding of the school's strengths and weaknesses. Together they have strived successfully to ensure that necessary changes have been made so that nothing gets in the way of the school providing an improving quality of education for all the pupils. The school shows determination to consult with and meet the individual needs of all pupils and staff.
28. Under the skilled leadership of the head teacher, difficult decisions have been taken to help ensure that the school is appropriately positioned to achieve its ambitious goals. Considerable care has been taken to manage change, particularly when associated with staff deployment and development. The current senior management team and the school staff, including the seven recently employed teachers, are now well able and prepared to fulfil the high expectations of the head teacher and governing body.

29. The relatively new senior management team has focused its energies on developing procedures and practices that will enable the school to drive up the standards achieved by pupils across all areas of the curriculum, but particularly in English, mathematics, science and ICT. Subject co-ordinators, some relatively new in post, are very conscious of the school's high expectations and are working hard to ensure that appropriate professional support is provided for teachers and that resources and systems are in place so that there are no barriers to future improvement.
30. The school has a well-conceived improvement plan which addresses issues across all subject areas. The school has implemented a comprehensive programme of monitoring and professional support for teachers. Its aim is to improve the quality of teaching even further and, as a consequence, the pace and quality of pupils' learning. This programme has been very successful in identifying strengths and weaknesses and directing appropriate support and guidance to where it is most needed. Members of the governing body have become better informed through their involvement in the monitoring programme. They have a clearer understanding of the achievements of the school and the challenges that it faces. Their decisions, often based on first-hand knowledge, are well informed and well focused on priorities.
31. For the current financial year, it has been necessary for the school to reduce its expenditure. Following a detailed audit, led by the chair of governors who has a professional expertise in financial management, the school has been able to set a budget that has reduced its expenditure without a parallel reduction in provision. The large financial balance carried forward from previous years is being used carefully to manage the reductions in income predicted for the next few years and to help ensure that the school is able to achieve its educational priorities.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

**Provision for Foundation stage children is good** and establishes a secure base on which to build as pupils move into Year 1. There is **very good planning** and organisation across all areas of learning. These ensure that boys and girls of all levels of ability and from all groups have a rich variety of experiences, a good balance between directed activities and well planned opportunities for play. **Good teaching** and **good assessment** ensure that work is well matched to the needs of individual children and promote good achievement for all groups of children. **Good leadership** provides a clear vision and an ability to innovate. **Good management** has established effective systems that are communicated clearly to all staff and ensure consistency of approach and expectation. The school has maintained the quality of its overall provision since the last inspection and has gone a long way in improving the outdoor environment, although children's physical development is constrained by the lack of large climbing apparatus.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children's achievement is good and, by the end of the reception year, standards are higher than you would expect.
- Teaching and learning are good because this area is planned in great detail and is systematically promoted through all other areas of learning.
- Children come happily to school and almost all behave well and are eager to learn.
- Sensitive support ensures that pupils with special educational needs are enabled to adapt to new routines and expectations a step at a time.

#### **Commentary**

32. Even though it was only the children's second week in school, they were growing in confidence daily because of the well-organised learning environment and the consistent way in which all staff reinforce important daily routines. Good induction procedures ensure that they make a smooth transition between home and school, and understand what school life will be like before they start. Good preparation ensures that the children feel safe and secure, and know that there is someone there to help them when things do not go according to plan.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children's achievement is good because of teachers' high expectations and most reach the expected standard overall.
- Good teaching enables children to make good connections between speaking, listening, reading and writing.
- Standards in writing are not so high overall, although more able children achieve good standards.
- A minority of children have difficulties in speaking clearly, which is an initial barrier to learning that all staff work constructively to address.

## **Commentary**

33. Children are given good opportunities to use language for a variety of purposes, both in directed activities and at play. Teaching staff are effective in developing children's vocabulary and in encouraging them to use the correct language to develop their ideas. Careful assessment leads to the teaching staff providing the right level of challenge when questioning pupils about the text the class is working on. Children's ideas are sought actively and they are expected to explain to each other and to the teacher. Learning is made fun through a wide range of teaching strategies and attractive, good quality resources. Children are encouraged to play a full part in whole-class sessions. Language prompts for each independent activity enable teaching staff to give this area of learning a strong emphasis.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is good.**

### **Main strengths and weaknesses**

- Children's achievement is good because of teachers' high expectations and most pupils reach the expected standard overall by the end of the reception year.
- Lively teaching keeps children on their toes and motivates them to try their best.
- Good assessment ensures that work is well planned to meet the needs of pupils of different abilities.
- Children's numeracy skills are actively promoted in other areas of learning.

## **Commentary**

34. The teacher's very secure knowledge and understanding ensures that children are stretched and supported in line with their assessed needs. Whole-class sessions move at a brisk pace and keep all children engaged through the imaginative use of resources. From the moment they start school, children are expected to devise ways of working things out and to explain their thinking to the rest of the class. Correct mathematical vocabulary is insisted upon and children rise to the challenge. Very thorough planning ensures that every opportunity to develop children's numeracy skills is fully exploited.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children's achievement is good, with many reaching higher standards than expected in their use of information and communication technology by the end of the reception year.
- Good teaching, including thorough planning and preparation ensures that children have a well balanced range of experiences.

## **Commentary**

35. Children have good opportunities to use the ICT suite as well as to practise their skills back in the classroom. The teacher has high expectations of what children can achieve and they rise to the challenge, quickly developing confidence to log on independently and to use the different tools and functions. There was insufficient evidence to make judgements about standards in

other aspects, but high quality planning makes it clear that there is good coverage of the curriculum. Good attention is paid to making learning interesting and to involve all pupils.

## **PHYSICAL DEVELOPMENT**

**Provision in physical development is satisfactory.**

### **Main strengths and weaknesses**

- Children's achievement is good and they reach the expected standards by the end of the reception year.
- Teaching is good, showing a good grasp of the different elements within the area of learning.

### **Commentary**

36. The school has made good strides in tackling weaknesses identified in the last report. Provision for outdoor play has improved and is now satisfactory. Very good planning and organisation ensures that the available space is used effectively on a daily basis, weather permitting, to promote physical development, alongside many other valuable activities. However, the school still lacks large apparatus and, as a result, children do not have opportunities to climb and hang from their arms to develop their upper body, for instance. Nonetheless, children's standards have improved because of the teacher's good knowledge and understanding, and the way in which good use is made of the available resources to provide pupils with a wide range of activities pitched at the right level.

## **CREATIVE DEVELOPMENT**

**Provision in creative development is good.**

### **Main strengths and weaknesses**

- Children's achievement is good with many reaching higher standards than expected in their use of media and materials by the end of the reception year.
- Teaching is good and enables children to respond creatively and imaginatively in a range of contexts.

### **Commentary**

37. The school has successfully tackled the criticism in the last report about provision for children's imaginative play. Opportunities for role-play are now thoroughly planned for, both in the classroom and the outdoor area. Teachers involve children in creating these areas and intervene sensitively to extend their play. The good quality of children's paintings and drawings, as well as their skill in using painting and drawing programs at the computer, indicate that standards are higher than expected.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good for all year groups.
- Boys and girls of all levels of prior attainment and from all groups achieve well, and standards are currently broadly in line with those attained nationally at the end of Year 2 and Year 6.
- The curriculum is good. Pupils have good opportunities to write for a wide range of purposes and in a variety of styles.
- Reading skills are developed systematically and parents are effective in supporting their children in the home-school partnership.
- By the end of Year 6, pupils are confident to talk in small and large group situations to explain their thoughts enthusiastically. However, incorrect pronunciation of some words and the use of dialect does create some problems when pupils try to write.
- Leadership of the subject is good and development is managed well.

## **Commentary**

38. The literacy strategy has been implemented effectively and teachers are confident in the subject. They plan lessons well to take account of pupils' varying needs and abilities. Currently the quality of teaching is good for all year groups and the achievements of boys and girls from all groups throughout the school are good. The standards pupils attain at the end of Year 2 and Year 6 are currently broadly average. However this represents a significant improvement compared to their prior attainment in national tests for pupils in Year 6. This is an improvement since the previous inspection, which noted standards to be broadly average at the end of Year 2 and Year 6, but there was a dip at that time in the proportions of pupils attaining at the expected level. Standards then were below those attained in similar schools at the end of Year 6.
39. The leadership and management of the subject are good and have led to teachers' high levels of confidence and skill in the subject. There is consistency in the good quality of teaching despite the high proportion of teachers relatively new to the school. The curriculum is well planned and literacy has a suitably high focus. Good use is made of opportunities in other subjects for pupils to practise their writing skills. There are well established links between home and school which have a positive effect on the standards pupils achieve. This is particularly the case with reading, where an effective home-school partnership has been developed.
40. Pupils are given good opportunities to develop confidence in speaking on a range of subjects in groups or in front of an audience. They enter into discussions with enthusiasm and share views sensibly. However, their pronunciation is not always accurate and they do not all use standard grammatical forms. This makes it harder for some to use grammatically correct sentences in their writing, and the development of correct spelling is slowed as they write groups of letters they think should be in particular words, based on incorrect pronunciation.
41. The co-ordinator has a good level of awareness of standards in her subject across the school. There has been effective analysis of standards in the different aspects of the subject and this has led to a sensible choice of priorities for improvement, such as the most recent focus on developing neat and regular handwriting styles. There has been scrutiny of the achievements of different groups according to age, gender and ethnic background to ensure equality of access and opportunity for all.

## **Language and literacy across the curriculum**

42. Language and literacy skills are used effectively across the curriculum and make a positive contribution to pupils' learning in other subjects. In RE, for example, pupils write about the beliefs and practices of different faith groups and this helps them to develop their understanding of differing views.

## **MATHEMATICS**

Provision in mathematics for pupils of all levels of ability is **good**.

### **Main strengths and weaknesses**

- Standards in mathematics are improving.
- The quality of teaching is now good.
- Pupils are making good progress.
- The co-ordination of the subject is good.
- Pupils' attitudes to mathematics are very good.

### **Commentary**

43. Good quality teaching, combined with pupils' very good, mature attitude towards their work, has had a very positive effect upon the standards achieved in mathematics. These standards have improved consistently over recent years and pupils now achieve standards typical for their age.
44. Standards in mathematics have improved considerably since the last inspection in 1998. At that time, the standards achieved across the school were judged to be below average and declining. Currently, standards are average and rising. This is due in part to the improving quality of teaching and learning, the introduction of 'booster classes' and the implementation of the National Numeracy Strategy. Throughout the school pupils are now achieving well.
45. The previous inspection report judged that, at the end of Year 2, many pupils had insufficient understanding of numbers, finding it difficult to calculate simple additions and subtractions mentally by counting on or back. Overall, pupils' competence in mathematics was found to be unsatisfactory. A similar situation was found at the end of Year 6, where many pupils had a poor understanding of basic number work and were unable to perform simple calculations mentally. This is now not the situation. The school has worked hard to address each and every issue raised by the previous inspection in a determined and systematic manner. Considerable success has been achieved, particularly in building pupils' confidence and competence in handling mental calculations and solving mathematical problems. Throughout the school, pupils' understanding of numbers, shape, space and measures, and their competence to apply their mathematical learning to different situations, are now of a standard that is typical for their age.
46. The quality of teaching and the progress made by most pupils is good. As a direct result, pupils achieve well. This represents a considerable improvement since the last inspection, where teaching was judged satisfactory and pupils' progress was unsatisfactory. The quality of teaching has improved as a result of a programme of training courses, up-date meetings and monitoring observations. Planning is now more consistent across the school and includes clear lesson objectives which are shared with the pupils and reflect their individual learning needs. Through this, pupils know what they are expected to achieve by the end of each lesson and are able to assess whether they have met the objectives. These shared objectives, together with lively teaching and demanding activities, help to ensure that the lessons progress at a good pace and pupils move on well in their learning. Activities set by the teachers are well tuned to the learning needs of individual pupils. Many lessons typically begin with lively sessions which capture the pupils' interest, challenging them to perform complex mental calculations before moving on to activities which require them to think out solutions for themselves.
47. The pupils' attitudes and behaviour in mathematics lessons are very good. They are attentive, keen to learn and self-assured. They work well on their own and in groups, showing respect and consideration for others.
48. The mathematics co-ordinator is very capable and has a very good knowledge of the subject and the issues that face the school and aspects of her co-ordination are very good. She is

committed to raising the standards in mathematics even further and manages the well-conceived improvement programme with confidence and expertise.

### **Mathematics across the curriculum**

49. The basic skills of numeracy, including mental calculations and problem solving are now well taught throughout the school. Pupils use these skills well in their work in other subjects. In history, for example, pupils in Year 5 used a range of mathematical processes to complete a census of a town in Ancient Rome and were able to take accurate temperature readings in science.

### **SCIENCE**

Provision in science is **good**.

- Most pupils' achievements in science show an improving picture, and standards are broadly similar to the national average for pupils aged seven and eleven years.
- Teaching throughout the school is good and enables pupils of all abilities to learn successfully.
- Management of science is effective, fully endorsing the drive to lift standards even higher.
- Good attention is paid to all aspects of science, especially using and applying scientific methods in investigations.
- There is insufficient use of information and communication technology to assist pupils' scientific work.

### **Commentary**

50. Inspection evidence clearly indicates that the school has successfully introduced good quality strategies to boost provision in science amongst all groups of pupils. Pupils in Year 6 attain broadly average standards. This represents good achievement from their starting point at the age of seven. There are no significant differences between the attainment of boys and girls, or between different groups. At the time of the previous inspection, standards were judged to be average. However, with the school's rightly focused attention on the implementation of the literacy and numeracy strategies, standards achieved in the last two years have been below the national average. These strategies have now been successfully implemented and the school has now focused its full attention on raising standards in science. Factors that contribute to these rising standards include good teaching throughout the school, good implementation of all aspects of the curriculum, especially scientific enquiry and the very good working relationships between teachers and pupils.
51. Teaching is good throughout the school. Teachers generally have a good knowledge of the subject, which enables them to explain confidently and clearly to pupils of all levels of ability. Gifted and talented pupils, and those with special educational needs, are fully included in the work and appropriately challenged and extended. The majority of teachers manage their pupils very well, with questions well tailored to suit the wide range of ability clearly evident in most classes throughout the school. Good teaching, supported by well prepared resources motivates pupils well, and it is evident that the majority of pupils find the emphasis on a practical 'hands on' approach very interesting and enjoyable. These good aspects of teaching contribute very firmly to rising standards, but the use of information and communication technology to support learning is at best patchy and is a continued area for development.
52. Leadership of science is effective, and the co-ordinator works hard to support learning throughout the school, especially in the juniors. The school has made a good start at analysing the scores achieved in national tests, taking stock of strengths and identifying areas for future development. The systematic monitoring of teaching and learning is good. The marking of pupils' work by teachers celebrates success, but rarely states how improvements can be made. With more rigorous target setting systems, the school is aware of the need to track



more precisely the rate of achievement by different groups. Science has a bright prospect for the future and there is a good shared determination to strive for improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils' competence in ICT is good throughout the school.
- Teaching is good.
- Pupils from all groups make good progress in their learning.
- The resources for information and communication technology are good.
- The school does not capitalise fully on the pupils' good knowledge and skills in information and communication technology to enhance their learning across the curriculum.

### **Commentary**

53. Pupils achieve well throughout the school and the standards are above average at the end of Year 2 and Year 6. Pupils with special educational needs and those who speak English as an additional language similarly achieve better than is typically found for pupils of their age.
54. The pupils are very confident in their use of computers. They are keen to try out new programs and to improve their knowledge of more familiar ones. As they move through the school, they follow a scheme that ensures the systematic development of their knowledge and skills. Pupils who have only just started in the reception year have already learned to log on to the school network and open files saved in their name. By the end of Year 2, pupils can work independently using a wide range of software programs. In Year 3, pupils are taught to access the Internet to search for information to use for work in other subjects. By the time the pupils leave the school at the end of Year 6, they are able to produce multimedia presentations, handle data through complex spreadsheets and produce programs to control the operation of traffic lights and fans. The pupils acquire a very secure understanding of information and communication technology and the confidence to use it.
55. The teaching of information and communication technology is good throughout the school. Since the last inspection, there has been considerable training for teachers to increase their own computing knowledge and the effectiveness of their teaching. Each class teacher has been involved in a programme of demonstration lessons. This has involved collaborative planning and the setting of ambitious objectives for each lesson. The good quality teaching, guided by co-ordinated planning and clear learning objectives for each year group, has resulted in the pupils' making consistently good progress and achieving better than is typically found for their age range.
56. The current co-ordinator for the subject is new to the post. However, she has shadowed the previous co-ordinator and is well prepared for the role. She is very confident and has a clear view about how to improve the quality of provision even further.
57. The school is well resourced for information and communication technology, including a very good computer suite. This good level of resources makes it possible for the school to teach its comprehensive programme which is designed to developing pupils' skills and knowledge in information and communication technology.

### **Information and communication technology across the curriculum**

58. The school does use information and communication technology to aid learning across the curriculum and meets the statutory requirements for this aspect of the subject. However, information and communication technology does not form an integral and systematic part of

the lesson planning process. The pupils are very competent in information and communication technology and the school does not take full advantage of this to enhance their learning in other subjects. During the period of the inspection, the overwhelming majority of lessons seen did not use information and communication technology to assist pupils' learning. However, it is acknowledged that there were technical problems with the new operating system for the lap-top computers which resulted in their use being restricted.

## HUMANITIES

59. **History and geography** were not a focus of this inspection, but from scrutiny of work, discussions with pupils and observation of two lessons, **provision is appropriate and standards are broadly in line with those expected** at the end of Year 2 and Year 6. These subjects do not present an area of concern for the school.

Provision in **religious education is good**.

### Main strengths and weaknesses

- Pupils' achievements are good at the end of Year 2 and Year 6.
- Teaching is good overall and, on occasion, inspirational.
- The achievements of pupils from all groups are good as the subject allows all pupils equally good opportunities to learn and develop their thoughts.
- Leadership and management of the subject are good.
- Pupils are given good opportunities to develop their writing skills in the subject, but some opportunities to use technology to aid learning are missed.

### Commentary

60. Lessons proceed with good pace and boys and girls from all groups and all ages make good gains in their learning and achieve well. This is as a direct result of the good level of knowledge and understanding in the subject that the teachers have, combined with suitably high expectations of pupils' response and behaviour. The quality of teaching is good overall and on occasion lessons are inspirational due to excellent teaching and preparation. By the time pupils reach Year 6, they are able to understand the importance of faith in people's lives and take part in discussions in a mature and thoughtful manner in advance of what is expected for their age.
61. The subject is well led and managed. As a result, a carefully planned programme of lessons has been developed which allows pupils to develop their knowledge and understanding effectively from Year 1 to Year 6. The scheme of work covered is wide-ranging and supported by a good range of high quality resources and artefacts. This allows teachers to plan lessons that are interesting and capture the imagination and interest of all pupils. The subject is allocated a good amount of curriculum time and is also used very effectively to support the development of pupils' language and writing skills, for example, when pupils write about celebrations and traditions of different faith groups. Pupils are given some opportunities to use technology to write and to develop their knowledge in the subject, but on occasion opportunities to use computers for research are missed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

62. Art and design was not a main focus of this inspection and so only a limited sampling of evidence was undertaken. From this sampling, there were indications that the standards achieved are broadly in line with those found in similar schools nationally. The analysis of

pupils' previous work showed that a wide range of techniques is taught as pupils move through the school.

## Music

63. Music was not a main focus of the inspection, but from the one lesson observed and from assemblies, scrutiny of work and discussions with pupils, standards at the end of Year 2 and Year 6 are broadly in line with those normally expected. The quality of pupils' singing is good.

## Design and technology

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

- There is good development of all aspects of the design process.
- Lessons are appropriately planned and behaviour is very well managed.
- Pupils show positive attitudes to learning.
- The work is accessible to pupils of all abilities.
- There is a need to integrate information and communication technology more systematically into the development and consolidation of basic skills.

## Commentary

64. At the ages of seven and eleven pupils attain average standards, reflecting a similar picture to that of the previous inspection. Pupils of all levels of ability achieve satisfactory knowledge and understanding of design and technology, and develop a secure understanding of the process of planning, designing and evaluating.
65. The quality of teaching and learning in lessons seen was good overall. Lessons are planned with suitable attention to the school's scheme based on national guidelines. Sufficient time has been given to design and technology as part of the pupils' curriculum, and there are good quality accessible resources to support teaching and learning. Teachers' lesson planning is good and clearly supports a good challenge for pupils. Pupils enjoy design and technology and take great pride in their work, but the lack of attention given by teachers to recording what they do reduces the lasting benefit of their work. Opportunities for pupils and staff to use a design book in a consistent manner to evaluate the level of achievement and progress over time are reduced by the lack of such a book in the majority of classes.
66. Procedures for assessing pupils' levels of attainment and for monitoring pupils' progress are satisfactory, although pupils are not as involved in reviewing their own progress as they could be. Opportunities for pupils to use ICT to design and alter plans are sometimes missed.

## Physical education

Provision in physical education is **satisfactory**.

- Standards in physical education are in line with those expected by the end of Years 2 and 6.
- The overall quality of teaching is satisfactory.
- Extra-curricular activities make a positive contribution to pupils' personal development.
- Pupils achieve well in swimming.

## Commentary

67. Standards in physical education are in line with those expected by the end of Year 2 and Year 6 and have been maintained since the previous inspection. Over their time in school, pupils develop confidence, self discipline and other personal qualities as well as acquiring skills and knowledge in physical education. Teachers ensure all pupils participate fully and support staff

are well deployed to enable pupils with special educational needs to achieve as well as their peers. Pupils in the junior classes have regular swimming lessons and they achieve well, so that by the end of Year 6 the majority of pupils are able to swim the required distance of 25 metres using a recognisable stroke.

68. Overall, the quality of teaching is satisfactory. Teachers consider the individual needs of the pupil very well. The management of behaviour, teachers' subject expertise and the use of time are positive aspects of teaching in the school.
69. There is a good curriculum for physical education. It includes all elements as well as outdoor adventurous activities. The programme of extra-curricular provision is good. These activities contribute strongly to standards generally in school as pupils aspire to perform as successfully as the best in the school. The potential for continued improvement in the subject is good.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

Provision in **personal, social and health education is very good** and a strength of the school.

### **Main strengths and weaknesses**

- Personal, social and health education is given high priority throughout the school.
- Pupils are provided with a very good range of planned opportunities to develop their social and personal skills.
- Trips and visits are used effectively to promote pupils' social and academic development.
- There is no school council, although one is planned.
- Pupils are given good, regular opportunities to reflect on important issues and to discuss their views and beliefs.

### **Commentary**

70. Pupils' personal, social and health education is a central priority of the school and it is conducted well. There are carefully planned courses of sex education and programmes to emphasise the dangers of drugs and smoking. These involve members of the community such as the local police force. The school has also fostered very good links with the neighbouring secondary school in order to enhance the curriculum and provide continuity of education.
71. The social development of pupils is very good and the school provides pupils with many opportunities to enhance this provision. For example, pupils are able to practise their social skills in the school dining room and in the playground, where they were observed to have very good and often excellent relationships and to play sensibly with their peers. There are also many other opportunities presented for social development in the classroom and in the school hall through speaking and listening, and also in group working. External visits into the local environment and residential trips are also used very effectively to enhance the social provision of pupils at the school.
72. Discussion periods in lessons are used well to provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they would wish to see the school evolve. These opportunities will soon be extended by the introduction of a School Council. Pupils' personal development is further enhanced through the *Healthy Schools Project*. Already, a quiet area has been created in the school yard and older children are encouraged to look after younger ones. Children from a local junior school are working on a joint project, helping to develop training in 'conflict strategy' as an aid to pupils' self awareness.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

