

INSPECTION REPORT

PRINCE OF WALES PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102002

Headteacher: Mrs. Carmel Moore

Lead inspector: Jo Cheadle

Dates of inspection: 15th – 18th September 2003

Inspection number: 257230

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	530
School address:	Salisbury Road Enfield
Postcode:	EN3 6HG
Telephone number:	01992 762 840
Fax number:	01992 764 512
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs. Pauline Stone
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Prince of Wales is a large, county primary school for boys and girls between the ages of 3 and 11. It has 498 pupils organised into 18 classes, and a nursery class for 60 children who attend part-time in morning and afternoon sessions. The school is situated in an industrial area in the northeast corner of Enfield, and the pupils live mainly in the local area and the new island estate. The area has changed significantly over the last three years due to the development of new housing to relocate families from the centre of London. The school population has grown enormously to accommodate the children from the area. Parents were not happy about the need for numbers to increase so drastically, but now only speak positively of the way that the changes have been managed and the benefits that have been secured. In September 2003, a new school opened its reception, Year 1 and Year 2 classes, so Prince of Wales now anticipates a fall in pupil numbers. This increase and decrease in numbers and the constant uncertainty of exactly how many children would be at the school, have had serious implications for the school's budget and planning for the future. The school now also serves families from a wide range of social circumstances and ethnic and religious backgrounds, so the need to change and adapt has been significant. The percentage of pupils whose mother tongue is not English is very high in comparison with the national average, and an above average proportion of pupils are eligible for free school meals. Overall, standards are below average when children start school and language skills are particularly weak. There is a wide range of ability within each age group and this varies from year to year. Ninety-eight pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, and nine have statements to outline particularly challenging needs. The proportion of pupils needing additional support is about average. The number of pupils who join and leave the school at various times throughout the year is much higher than would be normally found.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	Information and communication technology; art and design; geography; English as an additional language
9577	Elaine Parrish	Lay inspector	
31344	Barbara Atcheson	Team inspector	Mathematics; physical education; history
32704	Phil Barraclough	Team inspector	Science; religious education
18083	Judith Howell	Team inspector	Foundation stage, design and technology
12764	Wendy Thomas	Team inspector	English; music; special educational needs

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, where pupils are provided with a **good** quality of education and achieve **well**. Through a period of significant change, the school has been **very well** led and managed and **good** improvements have been made. Key issues from the previous inspection have been dealt with **effectively**. The school provides **good value for the money** it receives.

The school's main strengths and areas for improvement are:

- Exemplary ways of ensuring that the right sort of education is provided for all pupils;
- Racial harmony, very good relationships and real celebration of the differences in pupils' cultural backgrounds;
- Very high quality leadership that helps the school to improve with a shared vision and sense of purpose;
- Excellent management procedures and practices;
- Very good opportunities for pupils to develop skills in the creative arts resulting in above average standards in art and music;
- Above average standards in religious education and history by the end of Year 6;
- Standards in writing need further improvement;
- Information and communication technology skills are not used enough to support learning in other subjects;
- Some pupils are too often absent from school and others frequently arrive late.

Changes in effectiveness since the last inspection

The school's effectiveness has improved well since the last inspection.

STANDARDS ACHIEVED

Year 6 results

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

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

Children joining the school most often have poor language skills and this affects the levels they achieve overall. Some children do not speak English at all when they begin. The nursery class provides a happy and stimulating start for young children. Good teaching in the Foundation Stage helps children to **achieve well**. They make a good start to learning. However, because many need lots of support for their language needs, **standards overall** are still **below average** when they **start in Year 1**.

New pupils join the school in all year groups and at various times. Some pupils come from other countries and may not speak English. Others join from different schools and may need special support to make good progress. The school works effectively to support all of its pupils and the **majority of pupils achieve well**. By the **end of Year 2 and Year 6**, most pupils are confident, happy and willing learners and their work in **mathematics and science** is of an **average** standard. Pupils who speak other languages at home make good progress in learning to speak English. Pupils

generally make **good progress** in improving their language skills, but many still find writing difficult and this means that standards in **English** are **below average** overall.

Results in national tests are improving. At the end of Year 6, an increasing number of pupils are achieving expected levels. Test results in 2003 showed that a similar number of pupils achieved expected levels in mathematics and science as the national average. In all tests, pupils' results were much better than pupils in similar schools (where a similar proportion of pupils are entitled to free school meals). In Year 2 tests, this is also the case.

Standards in **information and communication technology** are now **in line with expectations** by the **end of Year 2**. In **Years 3 to 6**, pupils are making **good progress** in learning new skills, and in some year groups expected levels are being achieved. Pupils in **Year 6** have had the least time to benefit from the improved ICT provision and standards overall are currently **below expectations**.

In **art and music** standards are **above expectations** throughout the school. In **religious education and history**, standards are **above expectations** by the **end of Year 6**. Pupils' achievements in these subjects make a significant contribution to their very well developed personal and social skills. Pupils gain confidence, self-esteem and learn to respect others. They learn to value cultural differences and traditions and become aware of the beauty, challenge and wonder in life. Pupils' **social, moral, spiritual and cultural** awareness is **very well** developed.

The majority of pupils have **very good attitudes** to their work and most **behave well**. Some pupils find it very difficult to behave well at all times, but they respond positively when they are given help to behave better. **Attendance** is **unsatisfactory** overall, because some pupils do not attend school regularly. When children take long breaks to visit their families overseas, this affects the school's attendance record. Some pupils also arrive late for morning sessions.

QUALITY OF EDUCATION

The school provides a **good education** for its pupils. Overall, **teaching** is of a **high** quality and pupils make good progress. The **curriculum** is **very well planned** and there is a very wide range of extra activities and exciting projects that encourage pupils' enthusiasm and interest in learning. **Care** of pupils and the **support and guidance** they are given is of a **very high** quality and there are exemplary procedures for welcoming new pupils to school and helping them to settle quickly. The attention given to pupils' **health and safety** is **excellent**. The school works in **very close** and rewarding **partnership with parents, other schools and the local community**. This has a significant impact on the **superb** school **ethos** and how well pupils learn.

LEADERSHIP AND MANAGEMENT

The **headteacher** leads the school with an **outstandingly clear vision** of what all pupils need and must learn. The **deputy head and assistant headteacher** support her in putting this vision into practice extremely effectively. **Leaders work very well** together to ensure that the vision is clear to everyone. There is a high commitment to continual improvement, seeking the best ways to make changes for the benefit of all pupils. The **management of change** in recent years has been **excellent**. From a problematic situation, leaders have created a successful new community where staff, parents and pupils want to improve together.

Example of outstanding practice

Over the past few years, changes at the school have been immense.

With grave reservations about proposed changes to the school and substantial parental concern, the headteacher, assistant head and deputy head have turned a difficult situation into a productive and beneficial experience. They have not erred from believing that reviewing and revising procedures and practice can only make the school better. They have worked with parents with ultimate sensitivity to

ensure that the school has grown as a community. Their work ensures that the school is totally inclusive of all its pupils; parents are very pleased with the results and standards are improving.

The **role of the governors** has **improved well** since the last inspection. They now provide **good** support to assist the work of the school and carry out all of their statutory responsibilities as they should.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Although the return of parents' questionnaires and attendance at the meeting for parents was not high, the inspection team talked to many parents during the inspection. Without exception, their views were very positive about the school. They feel very much part of the school and value the sense of community that has been built here.

The vast majority of pupils love their school and are proud of it. They are very happy that there are so many activities to be involved with and think that learning is good fun. Pupils who join the school at different times through the year talk of how easy it is to make new friends here. Many can give examples of how their teachers have helped them to make good progress.

IMPROVEMENTS NEEDED

While the school has no significant weaknesses, in order to improve standards further, priority attention should be given to the following areas:

1. Improve the quality of pupils' writing;
2. Increase the use of pupils' ICT skills to support learning in subjects across the curriculum;
3. Take steps to improve attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The **majority of pupils achieve well**. Standards in **mathematics and science** are average. In **English**, standards are **below average**. There are no significant differences in the achievements of any group of pupils at the school. This is because the school pays excellent attention to finding out how well pupils are doing and making sure that learning opportunities provided for them are very appropriate.

Main strengths and areas for improvement:

- The school works effectively to ensure that pupils achieve as well as they can;
- Results in national tests are improving;
- Standards in English in the current Year 6 classes are below average overall;
- Standards in art and music are above average;
- Pupils do well in religious education and history by the end of Year 6;
- Standards in information and communication technology are below average by the end of Year 6.

Commentary

1. When children join the school in the nursery and reception classes, their language skills are most often poor which means that overall standards are below average. Some children are only beginning to learn English when they arrive. This may be hard because they do not speak English at home. Great care is taken to find out what children know and can do before they start school. Those who need to learn to English are supported well and make good progress. The Foundation Stage curriculum is exciting and broad, so that children become very interested in learning. They quickly understand how they are expected to behave and treat others. They learn to play and work together. Despite these good achievements, many will still not reach the goals for language and mathematical understanding by the time they enter Year 1.
2. In Years 1 and 2, pupils continue to make good progress. Teachers focus on developing pupils' attitudes to learning and keeping them interested in what they do. Pupils work hard and rise to the challenges that teachers set for them. As a result, by the end of Year 2, standards of work in mathematics and science are average. Language skills improve steadily, but pupils find this the most difficult area of learning and levels remain below average overall. Pupils do not always achieve the expected levels in tests, but generally, pupils do better than pupils in similar schools (where a similar proportion of pupils are entitled to free school meals). Results for 2003 show a dip on the previous year. Pupils in this testing group, the current Year 3, needed very specific support to help them learn, and, despite lower results, their achievements were good. In comparison to other pupils in similar schools, pupils did just as well in mathematics.

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

Standards in:	School results	National results
reading	13.4 (14.4)	15.9 (15.8)
writing	12.4 (14.3)	14.8 (14.4)
mathematics	14.9 (14.1)	16.4 (16.5)

There were 77 pupils in the year group. Figures in brackets are for the previous year.

3. Many pupils join and leave the school at various times throughout the year. Some new pupils come from other countries. Others may transfer from a different school. Not always, but most often, pupils who join the school arrive with particular learning, behavioural or other challenges. The school is rigorous in finding out what is most important for these new pupils to learn and what help they need to make good progress. Pupils are supported very well and settle quickly. For this reason, they achieve well, despite the late start. The school's careful monitoring of individuals and groups of pupils shows that their academic, social and personal skills most often improve significantly, even over a short time. Standards in mathematics and science are average by the end of Year 6, but because some pupils are still learning English or have particular language difficulties, standards in English are below average overall.
4. A strength of the school is the consistent attention that is given to helping pupils achieve as well as they can. If there is a concern about a particular group of pupils, the school thinks of new ways to work with them to help them make better progress. The current Year 5 group has been very affected by changes in pupils and teachers, and also has a high proportion of pupils who need support for their specific learning and behaviour difficulties. A special programme of music and creative work has been planned for them, so that they learn to work together and their enthusiasm for school is kept high. These pupils are growing in confidence and self-esteem and their attitudes to work are positively enhanced. Though many struggle with aspects of their work, they try hard and persevere, helping them to achieve well.
5. The good strategies that are used to monitor and target specific groups of pupils have a positive impact on national test results at the end of Year 6. In the 2003 national tests, results improved overall and pupils attained results similar to all schools nationally in mathematics and science.

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

Standards in:	School results	National results
English	26.2 (25.8)	27.0 (27.0)
mathematics	27.2 (25.9)	27.0 (26.7)
science	28.7 (27.8)	28.8 (28.3)

There were 71 pupils in the year group. Figures in brackets are for the previous year.

6. Throughout the school standards in art and music are above average. The school places high regard on developing pupils' creative skills and encouraging good attitudes, confidence and self-esteem through these subjects. Pupils sing beautifully together and when they sing in whole school assemblies they demonstrate wonderfully the pleasure and sense of pride that they feel about their school. Pupils' work in art shows a deep understanding not only of artistic processes, but also an emotional quality that reveals how pupils have thought and felt about their work. In religious education and history, standards are also above average by the end of Year 6. This is because the curriculum for both subjects is broad and interesting. Pupils learn about the reasons why events in the past happened and how they may have affected particular groups of people in different ways. Pupils' recall of historical events is good. Their ability to reflect on happenings and offer their own thoughts and viewpoint is even more impressive. In religious education, pupils are given the chance to experience how others worship and begin to understand how religion guides peoples' lives. The way that the school helps pupils to develop personal opinion and explore others' beliefs is a key element in their overall good achievement.
7. Pupils' information and communication technology skills have improved since the last inspection. The majority of pupils are achieving well and standards are now average by the end of Year 2. Skills and knowledge are progressively developed through Years 3 to 6 and in some years, pupils are already achieving expected levels. However, standards in the current Year 6 are below average overall, as these pupils have had the least time to experience the improved

curriculum, teaching skills and resources. In general, pupils are not making enough use of ICT to support their learning in other areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good** and they behave **well** in lessons. The provision for pupils' **personal development** is **very good**. The provision for pupils' **spiritual, moral, social and cultural** development is **very good** overall. Attendance is **unsatisfactory**.

Main strengths and areas for improvement:

- Provision for pupils' cultural development is excellent;
- Pupils enjoy coming to school and are enthusiastic about the range of additional opportunities offered to them;
- Some pupils do not attend regularly;
- The school teaches pupils why it is important to behave well;
- The quality of relationships is very good;
- Pupils are given good opportunities to take responsibility.

Commentary

8. Many subjects make a strong contribution to pupils' excellent cultural development. Pupils learn about their own and other cultures through literacy, mathematics, history, geography, music, art and religious education. There are regular visits to art galleries and museums. Pupils speak enthusiastically about their visits to prestigious ballet and opera performances. Vibrant displays, using pupils' home languages, reflect work about many different cultural traditions.
9. The majority of pupils love school and enjoy their lessons. They talk enthusiastically about all of the extra activities, clubs, visits and visitors that make learning good fun. Attendance has improved slightly on the last reported figures, but it is still lower than it should be. Although the vast majority of pupils come to school regularly and punctually, the attendance of a small group of pupils is erratic. This has a negative affect on overall attendance figures. Some pupils are late for school, a few regularly, although this does not disrupt the smooth start of lessons.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.8
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

10. Provision for pupils' moral development is very good. All pupils are taught the difference between right and wrong with the result that the majority of pupils behave well in lessons and at break times. Members of the school council are given the responsibility of working with staff to formulate the 'Golden Rules'. Pupils are aware of how their behaviour affects others and most show developing self-discipline. The school has very good procedures for supporting those few pupils who find it difficult to behave well and these are followed consistently. Pupils are given opportunities to talk through situations and reflect on how they might have behaved differently. In personal, social and health education lessons, staff encourage pupils to discuss social and moral issues and foster the values of honesty, fairness and respect for others.

These aspects of moral and personal development greatly enhance pupils' overall achievement.

11. Provision for pupils' social development is good. Pupils gain an awareness of others less fortunate than themselves through support for different charities. Relationships between all members of the school community are excellent. Pupils like and trust their teachers and are confident in asking for help if they need it. Boys and girls of all ages and ethnic backgrounds work and play well together and care for one another. Pupils are welcoming to newcomers and help them to settle quickly into school. Older pupils are proud of being 'Buddies' and helping to care for their younger friends. Pupils run their own school council meetings with little support from teachers. The council members vote each week for other pupils to receive awards and certificates in assembly. Good opportunities for social development are also provided through residential visits.
12. The school makes good provision for pupils' spiritual development. Religious education lessons provide good opportunities for pupils to reflect on their experiences and those of others. A very attractive Buddhist prayer garden provides pupils with a quiet space for reflection. Teachers value pupils' ideas and encourage them to develop feelings of self worth. As a result, pupils are proud of their achievements. Acts of worship provide some opportunities for pupils to reflect on a weekly theme, but the best spiritual moments in assemblies are witnessed when pupils sing together. At these times, no words can convey the sense of "togetherness" shared by pupils from so many different backgrounds.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of education provided by the school is **good (3)**. There are numerous strengths in teaching that enable pupils to learn well in many lessons.

Main strengths and areas for improvement:

- Teachers ensure that all pupils are given the best chances to learn well;
- Teachers use a range of styles, resources and techniques to interest pupils and encourage their enthusiasm for learning;
- Specialist teachers are used to very good effect;
- Teachers have high expectations of pupils;
- Teachers work well together;
- Some teachers need time to feel confident with all aspects of the curriculum and the needs of pupils.

Commentary

13. Although teaching was judged to be unsatisfactory in a few lessons, the reasons were not significant weaknesses in teachers' skills and knowledge, but rather the result of either teachers being in the second week of their teaching career, or adjusting to the needs of new pupils. Without exception, these teachers took on board the development points from previous lessons and their teaching improved in consequent observations. English and mathematics are taught well.

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	6 (11%)	23 (41%)	20 (36%)	4 (7%)	0	0

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

14. An outstanding aspect of teaching at the school is the commitment to providing the best possible opportunities for pupils to do as well as they can. Teachers are clearly focused on finding out what pupils already know and prioritising what they need to learn next. They support pupils well in understanding what they should aim to achieve. They effectively plan the best ways to teach, so that pupils learn as much as they can. In Years 3 to 6, and especially in Years 5 and 6, teachers work particularly effectively to provide the most beneficial opportunities for pupils who may join the school at various stages and with a variety of needs.
15. In order to ensure that pupils make good progress, teachers evaluate their own work closely and change what they do to match the needs of the pupils. Teachers are highly conscious that pupils learn in different ways. They are highly aware that how they teach affects how pupils feel about learning. In the majority of lessons, teaching stimulates, enthuses and encourages pupils to have positive attitudes, concentrate well and work hard. Teachers use their assistants effectively to support the work they provide for pupils. Assistants provide very valuable support for targeted groups and individuals and this helps pupils to make good progress in most lessons. For some lessons, specialist teachers are employed. The quality of their work in music is particularly inspiring for pupils.
16. Teachers have consistently high expectations of how pupils will behave. Parents are pleased that teachers help their children to behave as they would like them to. Pupils know that good behaviour is always expected. Pupils who find it very difficult to behave well at all times understand that their work and progress is affected. Pupils' are given opportunities to work independently and collaboratively. They demonstrate that they clearly understand teachers' expectations about their conduct and relationships with each other. Expectations about the quality and quantity of work pupils will do are also high. Pupils are very aware of when they haven't done enough work, when it's not as good as it could be or when they have wasted time. They are equally aware of the sanctions that will follow. They think that their teachers are strict, but fair. They know that they need to work hard.
17. With constant changes over the past few years, teachers have been required to review and rethink their work continually. New staff have had to get to grips with systems and procedures quickly and they are helped enormously by the very effective teamwork at the school. Planning for lessons is of a consistently good quality because teachers work together. Teachers know that they can ask each other for help and advice. Everyone is kept well informed and up to date. There are very good opportunities for teachers to extend their skills and knowledge through courses and training. New ideas are shared around the school, so that innovative ways of working are encouraged. Newly qualified teachers who have just joined the school already feel part of the team. Those areas where they need support are already being identified and action taken to increase their skills and full understanding of subjects and the best way to teach them. Teachers are not happy to teach satisfactory lessons. Their desire to improve and to teach to a consistently high standard is very obvious.

The curriculum

The school has a **very well planned** curriculum.

Main strengths and areas for improvement:

- Leadership and management of the curriculum are very good;
- The curriculum is highly inclusive of all pupils;
- Personal, social and health education are highly developed;
- There is a very good and varied range of extra-curricular activities;
- There are too few planned opportunities for pupils to use and apply their ICT knowledge and skills across the curriculum.

18. The school has worked extremely hard to evaluate and change its curriculum planning and delivery to successfully meet the needs of its pupils. Uncertainty over numbers has meant that the school needs to have a very flexible approach to curriculum organisation and circumstances have been made more difficult by very large numbers of children being admitted to the school during the course of the year, many of whom have limited English. However, the school has viewed this potential difficulty as an opportunity to review and revise their whole school curriculum plans. When there have been mixed aged classes, plans have been thoughtfully devised to ensure that pupils returning to single age classes do not miss out on their parts of their learning. For example, science is timetabled in two year groups simultaneously, so that pupils can undertake a lesson in either year. This has a positive impact on standards and means that pupils achieve well. The school communicates the contents of the plan to parents every half term, to encourage them to play a part in their pupil's education. Parents appreciate the school's efforts to keep them well informed about what their children are learning.
19. The school has a large number of pupils who speak English as an additional language and a high proportion of pupils with special educational needs. A good number of the children who will be admitted to nursery in 2003 are at the initial stages of learning English and there are significant numbers across the school. However, the school's induction procedures and subsequent support for pupils who are learning English or have special learning and behavioural needs is very good indeed. So much so, that during the inspection, it proved difficult to identify pupils from either group.
20. Personal, social and health education is a strength of the school. Older pupils in particular have a very mature approach to their topics, for instance discussing the persecution of minorities in great depth and with a great deal of empathy. Despite the school's rather "out of the way" location, links with other schools are encouraged and the curriculum is enhanced by links in French and mathematics. These links also develop pupils' social and communication skills. Opportunities for enrichment both during the school day and in after school clubs and activities are very good. Every member of staff is involved in some form of after school club or activity. The curriculum provides extensive opportunities for visits to venues ranging from the ballet, the Henry Moore sculpture museum, the National Gallery and residential visits for older children. Visiting staff such as African drummers provide outstanding enhancement to the already developed skills of the school staff.
21. The school building is very clean and well maintained. There is a very clear emphasis on creating an environment where pupils and adults are happy to work. Improvements to staff areas, toilets and the outside environment have all had a positive impact on how people feel about the school. When funding has been limited, the headteacher has sought additional funding through donations and grants and this has meant that there has never been a decline in the standard of the environment as pupil numbers have grown. Display and photographs describe the life of the school very well and are supported by a very wide range of pictures, prints and three-dimensional objects and artefacts. The school has a satisfactory number of good quality and well-chosen resources to support pupils' learning.

Care, guidance and support

The overall quality of care, guidance and support for pupils is **very good**.

Main strengths:

- All staff are consistent in their care, guidance and support of pupils;
- Attendance is monitored very thoroughly;
- There is excellent attention paid to pupils' health and safety;
- Induction procedures are excellent;
- Pupils' progress is well monitored.

Commentary

22. The school goes to great lengths to care for and guide its pupils so that they are able to learn effectively. Teachers have a very comprehensive understanding of their pupils' achievements and development, ensuring that pupils receive consistent support and guidance. There are very effective child protection procedures that are reviewed regularly and understood by all teaching and support staff. All members of staff undergo regular training in child protection issues. There is close co-operation with parents and other responsible agencies to ensure pupils' welfare at all times. Staff make every possible effort to get to know their pupils well so that each child receives the help it needs. Teachers and support staff are unfailingly kind and everyone works together to secure pupils' welfare and to protect them from harm. Staff smile readily and show genuine affection for their pupils which puts them at their ease and helps them to concentrate in their lessons. As a result there are very high levels of trust between pupils and all the adults who work in the school.
23. The school has rigorous procedures for monitoring attendance and makes every effort to improve, with timely telephone calls and letters to parents, rewards for pupils achieving 100 per cent attendance, and effective liaison with the Education Welfare Service. Unauthorised absence at the school is very low, showing that the school is effective in encouraging parents to provide reasons for their child missing school.
24. The health and safety procedures throughout the school give the highest possible regard to pupils' safety and are considered to be a model of best practice by the LEA. The deputy headteacher and a very experienced health and safety governor ensure that all risk assessments and safety procedures are scrutinized with meticulous care. Everything possible is done to ensure pupils and adults work in a safe and hazard-free environment. The whole school site is extremely clean and well maintained.
25. The school has made exceptional efforts to provide excellent induction arrangements for pupils.

Example of outstanding practice

Pupils arrive at the school at various times during the year. They come with a range of different needs that must be quickly identified if the school is to help them to settle and achieve well.

In order to embrace the diverse needs of pupils joining the school, there are three separate induction programmes; one for the Foundation Stage, another for pupils joining during other years, and a third for pupils arriving from abroad. These are very sensitive and thoughtful procedures that are flexible enough to suit the needs of all pupils. The procedures are applied consistently and monitored thoroughly so that no new pupil is overlooked. Very good routines have been established in the Foundation Stage, ensuring that children settle down very quickly and feel confident to talk about anything that worries them. Young children are very well looked after with the result that they enjoy school and think that learning is fun. Support staff, as well as teachers, play a vital role in the induction process, taking care, for example, that each newcomer has a friend and can find their way around school. In addition to these procedures, support staff also run an excellent Breakfast Club and an Opportunities Group to assist in the longer term process of supporting pupils who find settling into the routines and expectations of school life difficult.

26. There are systematic and well-managed assessment procedures that ensure that teachers track their pupils' progress and personal development very closely. Each pupil, including those with special educational needs and those whose first language is not English, receives well-targeted support, advice and guidance. Each pupil has individual targets to develop their skills in numeracy and literacy. The school takes great care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of headteacher awards which are greatly prized and which encourage pupils to work well and do

their best. The school makes every effort to seek pupils' views through a very effective School Council. Pupils are encouraged to express their views and they do this responsibly because they know their opinions will be taken seriously. They help to devise school and class rules and think of ways to improve school procedures and playtimes.

Partnership with parents, other schools and the community

The school has **very good** partnerships with parents, other schools and the community.

Main strengths:

- The school works very effectively to involve parents and encourage their support for children's learning;
- Some parents do not share the school's expectations about good attendance;
- The school makes good links with other schools to improve the curriculum;
- There are very effective links with the local community.

Commentary

27. The school works very effectively with all parents to support pupils' learning. Teachers and support staff go out of their way to ensure that all parents feel a strong sense of partnership in the school. Those new to the school and those whose first language is not English are given very sensitive and vital support. At the parents' meeting and in discussions during the inspection, parents were quick to praise the warmth of their welcome in school. Staff put parents at their ease, dealing sympathetically with their queries, and this helps to break down any barriers they may have in coming into school. Parents feel confident that the school keeps them in touch with what it does and how well their children are getting on by regular newsletters, good annual reports and well-attended consultation evenings. Families with children with special educational needs feel actively involved in reviewing the support their children receive and the progress they make. Members of the senior management team are well known and respected by parents who feel confident that any complaints they may have will be taken seriously and dealt with promptly. Parents also benefit from the training courses that the school runs to help them understand more about the curriculum and how their children learn.
28. The school has made outstanding efforts to reach out to particular groups of parents including those whose first language is not English. Parents are consulted extensively and their views are taken into account to bring about improvement. There are regular questionnaires to ask their opinion on various matters such as school uniforms and the way that children learn. Parents are also asked about their personal skills so that they can support teachers in the classroom. Several parents make a commitment to help regularly with reading, maths, food technology, gardening and football, and the contribution they make is greatly valued.

Example of outstanding practice

When new pupils join the school, their parents needs are of high concern to the school.

There are excellent arrangements for monthly coffee mornings with interpreters, where procedures and practice can be explained and parents can receive advice on how to support learning at home. Not only has this helped parents understand how children learn, but it has also helped parents to form friendship groups and feel part of the wider school community. They told inspectors that had it not been for the school, they would not have made friends with each other. Senior managers take time to attend these meetings so that parents feel that their contributions are appreciated. They build a sense of trust, which enables parents to share their worries and also offer suggestions and ideas.

29. While the majority of parents support the school's efforts to maintain regular attendance and punctuality, some parents appear indifferent to their children missing school and keep them at home for unacceptable reasons. In addition, a few families take their children away on extended holidays abroad.
30. The energy and enthusiasm of the senior management team have helped to establish highly productive links with the local community. These range from extensive links with different

places of worship, links with professional sportsmen and many links with local industries. The school prides itself on its knowledge of the locality and capitalizes very well on the expertise and resources in the community to improve pupils' learning. These have a positive affect on the progress pupils make through the provision of additional resources and facilities. All pupils in the school benefit from these links because they greatly enrich the curricular provision. In addition, recent recruits from local industry have strengthened the governing body.

31. Strong links have been developed with other schools, particularly with the two main feeder secondary schools. The school works actively with them to ensure supportive transition and induction arrangements, and subsequently enquire into how well pupils have adjusted to their new school. Links with these secondary schools strengthens the school's curriculum and a number of joint projects have taken place, most recently in French. There are few pre-school providers in the local area, but there are effective links with neighbouring primary schools and a local special school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management at the school is **very good (2)**. The headteacher is an **excellent** leader. Her **deputy and assistant head** support her **very effectively** and the school is **very well managed (2)**. The governance of the school by the governing body is **good (3)** overall.

Main strengths:

- The extremely clear vision of the headteacher;
- The leadership of senior staff;
- Relationships between all staff;
- The procedures for monitoring and evaluating the quality of teaching and learning;
- The improved role of the governors.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,701,98	Balance from previous year	55,659
Total expenditure	1,679,397	Balance carried forward to the next	22,001
Expenditure per pupil	2,908		

Commentary

32. The headteacher provides an extremely well established and strongly principled vision for the school. Together with the deputy head and assistant head she ensures an educational direction for the school that is firmly focused on improving standards in teaching, learning and pupils' achievements. Through their high expectations of teachers and exemplary teaching skills, they have been able to secure the quality of teaching, despite considerable difficulties with recruitment and retention of teaching staff. The assistant head very effectively supports and monitors the work of co-ordinators. The leadership team advises colleagues, evaluates the impact of developments and identifies strengths and the areas for improvement that are shared with all staff. This link between the senior staff and the subject leaders is a strength.
33. The stability and high quality of their leadership has served the school extremely well, so that despite considerable uncertainty, the quality of education has improved.

Example of outstanding practice

Over the past few years, changes at the school have been immense.

With grave reservations about proposed changes to the school and substantial parental concern, the headteacher, assistant head and deputy head have turned a difficult situation into a productive and beneficial experience. They have not erred from believing that reviewing and revising procedures and practice can only make the school better. They have worked with parents with ultimate sensitivity to ensure that the school has grown as a community. Their work ensures that the school is totally inclusive of all its pupils, parents are very pleased with the results and standards are improving.

34. The school's very effective management structures mean that the leadership's strategic vision is successfully implemented. This is a considerable achievement given the growth in pupil numbers, financial uncertainty, much wider ethnic diversity and the frequent movement of pupils to and from the school. Systems and procedures are flexible enough to enable the school to respond to these challenging circumstances, and are also rigorous in the pursuit of raising standards of achievement. This is a testimony to influential leadership and a receptive team of teaching and support staff. Management successfully impacts on achievement because it is focussed on detailed analysis of pupil performance and the tracking of pupil progress over time. Equally significant is the rigour and frequency with which the senior staff check on the quality of teaching and learning. The meetings between senior staff and the school's subject leaders and key stage co-ordinators mean that senior staff are able to drive the necessary change whilst also supporting the induction and professional development of teaching and support staff. The staff form strong teams which share in the work of improving the quality of teaching and the raising of pupils' achievements.
35. Governors have taken steps to improve the quality of their work through the co-option of new governors, through their involvement in planning the direction of the school, and in monitoring and evaluating the progress of the annual school improvement plan. Despite the difficulties in planning for the future when pupil numbers and funding are uncertain, they have demonstrated a strong commitment to the school's strategic development, particularly in relation to the increased diversity of the community served by the school. They have worked with the headteacher to focus clearly on raising standards of pupils' achievement and finances have been used very wisely to support this. For example, specialist teaching has been provided when necessary to influence progress and standards. Governors have successfully challenged the school's leadership to improve the number of pupils reaching expected levels in tests and to improve the standards achieved by particular groups of pupils. They have taken care to visit the school and observe teaching and learning in the core subjects of English, mathematics and science, reporting back to the governing body through the governors' committee structure. As a result the school's main priority for improvement is well focused on consistently good teaching and learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The overall provision for children in the Foundation Stage is **good**. During the time of the inspection the youngest children were attending nursery for the first time and children in the reception year joined their classes for their first day in school. Overall, children in the Foundation Stage **achieve well** because the quality of teaching and learning is good. In the nursery, teaching is particularly effective and children make a very good start to their learning. The Foundation Stage is **very well managed** and children's progress is carefully monitored.

Personal, Social and Emotional Development

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

Main strengths:

- Children achieve very well;
- Children reach standards expected for their age by the end of the reception year, even though standards were well below average when they started.

Commentary

37. The nursery teacher, nursery nurse and teaching assistant ensure that the environment provided helps children to quickly feel safe and secure. The very good admission procedures ensure plenty of time is given to parents and their children. In the nursery and reception classes, trusting relationships and warm personalities help children to recognise that each of them is valued, and this helps to promote their self-esteem and confidence. Staff expect the children to make choices and become independent learners, taking every opportunity to encourage this. They take turns to be the 'Special Person', taking responsibility for helping to take the register to the office and helping in the classroom.
38. All adults encourage the development of social skills in a variety of ways. Good use is made of snack time when children are expected to say please and thank you when receiving their fruit of the day. Children with special educational needs and those with English as additional language are very well integrated and receive good support. They, and others, are helped to maintain concentration by the stimulating nature of the activities offered. As a result, even at this stage in the year, many children are beginning to maintain attention, sit quietly and are confident to try new things.

Communication, Language and Literacy

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

Main strengths:

- Teachers and support staff take every opportunity to develop children's language skills;
- Teaching is good overall.

Commentary

39. Few children are on course to attain the early learning goals by the end of the reception year. This is because many children start school with poorly developed language skills. High priority is given to promoting language skills in the nursery and very good teaching ensures children make good progress. Achievement is good and the most confident English speakers express

their own ideas well, but even so standards are below average overall. Children who are learning to speak English also achieve well as they become increasingly confident to communicate with familiar simple words and gestures. Children develop their speaking and listening skills well through role-play. The majority still talk alongside others, rather than with them, but they are given many opportunities to share their ideas and news with an adult. In this situation they are starting to sustain attentive listening and respond with relevant comments.

40. Good teaching is characterised by a clear understanding of the needs of young children and very well organised and exciting activities that motivate them. A particular strength is the way in which adults offer exciting resources. The early stage of writing is developed well with many opportunities provided for children to express themselves by making marks on paper, such as writing letters to family members and simple shopping lists. A good number of children in the reception classes are able to write their names clearly. In Year 1, higher attaining children successfully use their knowledge of letter sounds to write a simple sentence. Most children use writing as means of communication by writing the sound at the beginning of words in their writing. The development of reading skills also has high priority. Activities such as looking at pictures are carefully planned to develop children's language skills and adults make good use of story props to encourage discussion.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and areas for improvement:

- Adults question children very well and use a wide variety of activities to support learning;
- Children find it difficult to explain their mathematical ideas.

Commentary

41. Teaching and learning are good. Adults take every opportunity to develop the children's mathematical skills and particularly the development of mathematical language. Children in the nursery are encouraged to count at every opportunity. In the reception classes, children develop their ideas through practical experiences, such as making estimates before comparing the weight of objects and playing games that reinforce counting skills. Adults ask children many questions, always trying to draw out and encourage mathematical understanding. In Year 1, higher attaining pupils add and subtract numbers up to 20 and record their work appropriately. Most children however, need the support of a number line to work with numbers up to ten. They make shape pictures and explore repeating patterns through different activities. The children are better at counting than they are at aspects of mathematics that demand more language, for example using words to describe quantity or position. Most know if something is 'longer' or 'shorter', but find using language such as 'more' or 'less' to compare two numbers more challenging. By the end of the reception year standards are below what is expected, but achievement is good.

Knowledge and Understanding of the World

There is **good** provision for developing children's knowledge and understanding of the world.

Commentary

42. It was not possible to make an overall judgement of standards in this wide area of learning, but the planning, displays and photographs seen of the children at work showed that they were given many worthwhile opportunities to investigate, explore and observe real life. The construction work is purposeful, and reclaimed materials, as well as commercial kits and large building bricks, are provided for children to explore and create models. In the reception

classes, children's interest in playing with the train set extended to them drawing a simple train track for themselves. The nursery and reception classes provide a very stimulating indoor and outdoor environment, that ensures the children's natural curiosity and enthusiasm is captured and enriched. They use computers, but in general need help to use machines purposefully, as opposed to simply showing interest and exploring. Children's awareness of cultural traditions is successfully enhanced through special events such as the celebration of festivals. The wide cultural backgrounds of children are an additional advantage to the school's promotion of cultural and racial awareness.

Physical Development

Provision in physical development is **good**.

Main strengths and areas for improvement:

- Children use wheeled toys with increasing skill and control, and climb and balance confidently;
- Their fine control, such as for holding pencils and scissors, is weaker.

Commentary

43. Children achieve well in developing physical control, mobility and awareness of space indoors and outdoors. Good learning in this aspect is particularly due to the wide range of stimulating and purposeful physical activities provided for children to experience on a daily basis. As a result, the children are reaching standards close to what is expected in terms of their capacity for larger movement. The designated outdoor areas for children in the nursery and reception classes are very well resourced and used to allow children freedom to move spontaneously between the indoor and outdoor environment.

44. All children develop their manipulative skills well by handling dough, filling containers in the water tray and completing simple jigsaws. Nevertheless, their hand-eye co-ordination is often weak and this affects their ability to use pencils and scissors accurately. Teachers are well aware of this and are giving the children a wide range of experiences intended to improve their fine manipulation, such as cutting and sticking a range of materials. Once settled into school, children are given the opportunity to use a wider range of tools, such as woodwork benches and equipment.

Creative Development

The overall provision is **good**.

Main strength:

- The range of well-planned creative play activities.

Commentary

45. It was not possible to make an overall judgement of standards, as it was the first day in school for many children. Activities seen were good. The many creative activities on offer allowed children to explore and use their imagination. Teachers and support staff provide sensitive support to the children while they play without dominating their creativity. Children learn a wide range of songs by heart and particularly enjoy participating in action songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and areas for improvement:

- Teaching is good overall;
- Standards in writing are below average;
- Rigorous monitoring and assessment procedures are helping to improve standards;
- Pupils achieve well compared to pupils in similar schools;
- The subject is well managed.

Commentary

46. Teachers have a secure understanding of the national literacy strategy and implement it effectively. Teaching in English is of good quality overall and subject provision has improved well since the last inspection. Throughout the school, teachers work hard to ensure that pupils are given good opportunities to develop their speaking and listening skills and this encourages effective learning. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning. Teachers make sure that pupils understand and use grammatical terms correctly, encouraging them to revise their spoken contributions. They explain clearly what pupils are to learn in the lesson and, because pupils understand what is expected of them, they most often make good progress. Teachers are very aware of the variety of ways that pupils learn and good use is made of drama to extend pupils' understanding. Learning is reviewed well at the end of lessons, so pupils see for themselves how much progress they have made. In a good Year 6 lesson, the teacher spent time talking to pupils about how she had marked their work and then gave them time to ask questions about her comments. This helped pupils to improve their work.
47. Standards in writing are below average by the end of Years 2 and 6. Although the majority of pupils achieve well, they do not have sufficient time to reach the levels expected for their age, because many start with low levels. Writing is an identified priority for development on the school improvement plan. Staff analyse test data very rigorously to identify the aspects of writing that pupils find most difficult and then adapt their planning to support pupils. The school works effectively with pupils who join at various stages through the year to ensure that handwriting skills, spelling and grammar are taught systematically, enabling them to do as well as possible before they leave. The school's records show that those pupils who have received all of their primary education at Prince of Wales achieve well. A good proportion of these pupils attain above average standards in English by the end of Year 6. The school makes effective use of pupil progress books to assess pupils' writing. Samples of written work are collected each half term. These are marked and given levels. This enables teachers to see how pupils are progressing and enables them to set targets for improvement. Ways to add interest to the writing curriculum and enthuse pupils in this aspect of their work are part of the school's plan to improve standards.
48. Standards in reading are average by the end of Year 2 and Year 6. Pupils enjoy reading and understand its importance in all aspects of their learning. The school's monitoring of test data and other assessment information has highlighted the need to improve boys' reading skills. A boys only reading club has now begun and early indications show that this is proving effective.
49. The management of English is good. The leadership group supports the two co-ordinators in monitoring teaching and learning. After lesson observations, teachers are given helpful feedback that enables them to improve their practice. Assessment in English is very effective and teachers use this well to plan further work. Results of national tests are analysed

rigorously to identify areas where pupils have difficulty. This enables teachers to set realistic targets for pupils.

Language and literacy across the curriculum

50. Speaking and listening skills are well developed through all subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. Drama and creative arts activities enhance this work. Pupils use reference and resource books in many lessons. Opportunities to write in other subjects are having an increasing positive impact on improving pupils' writing skills generally.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and areas for improvement:

- Pupils achieve well;
- Teaching is effective, so that pupils learn well in lessons;
- There are good training opportunities for staff;
- There is a consistent approach to the teaching of number processes in all classes;
- The mathematics curriculum is enriched with a variety of interesting events and activities;
- The quality of marking is inconsistent.

Commentary

51. By the end of Years 2 and 6, standards in mathematics are average. The majority of pupils achieve well because the quality of teaching and learning in both key stages is good. A whole school review identified areas for particular focus, following a dip in standards at the end of Key Stage 2 in 2001. As a result, effective use of targeted, in-service training for teachers and teaching assistants has had a direct impact upon improving the standards attained, particularly with higher achieving pupils and at the end of Key Stage 2. The school has developed consistent approaches to computation and number stories and practiced basic facts such as number bonds at every available opportunity. There has been good improvement since the last inspection, enabling the school to meet the needs of a very varied pupil population.
52. The overall quality of teaching is good. Where the quality of teaching and learning is very good or excellent, higher attaining Year 5 and 6 pupils discuss and collaborate well, effectively articulating their thinking, as they develop their own strategies for problem solving.

Example of outstanding practice

The school has had concerns about the attitudes and motivation of Year 5 pupils because high pupil and teacher turnover has affected the group. Many strategies are now being used to help the pupils feel a sense of togetherness and build their enthusiasm for learning.

In an excellent lesson with Year 5 higher attaining pupils, the mental warm-up session began as pupils walked to the classroom and their attention was quickly secured. Not a moment was wasted as the teacher questioned, challenged and pushed the pupils to recall past learning and build upon it. Pupils responded with high-level participation and absolute concentration. They were stimulated and inspired by the teacher's excellent subject knowledge that enabled the lesson to move at a swift pace with a clear direction for learning. Expectations were consistently high and appropriate, and all learning was very thorough. The philosophy that practice makes for improvement, together with very well structured steps in learning, visibly improved, not only pupil's knowledge and understanding, but also their attitudes and work ethic. The lesson ended with pupils feeling tired, but with a real sense of

achievement.

53. All groups of pupils are targeted effectively to ensure they make good progress. The school has recognised that in Year 5, some higher attaining pupils need additional challenge to achieve the standards of which they are capable. They are now working with the Year 6 mathematics groups. The curriculum is significantly enriched by the provision of Maths Days and Mancala Maths, a Nigerian game introduced to help reinforce the learning of tables.
54. Although there are good examples of marking that assists pupils in understanding their mistakes and setting targets for further achievement, not all marking fosters improvement. The mathematics curriculum is well led and managed. Although newly appointed, the co-ordinator has a clear understanding of what needs to be done to further improve standards.

Mathematics across the curriculum

55. Mathematics skills are used well in other subjects. In Year 5, pupils measured their pulse rates over time before and after exercise. They completed a bar chart, recording the changes in pulse rate at set intervals. Pupils were able to suggest reasons for the rise and gradual fall of the chart, using appropriate mathematical language.

SCIENCE

Provision for science is **good**.

Main strengths and areas for improvement:

- Teaching is good and pupils achieve well;
- Pupils' have positive attitudes to learning;
- Pupils do not have enough opportunities to devise and carry out their own experiments;
- The subject is well led and managed.

Commentary

56. Teaching in science is good overall. Detailed planning provides very effective support for teachers and ensures that the needs of all pupils are met. This is a good improvement since the last inspection and has ensured that standards have risen. Overall, standards in science are average by the end of Year 2 and Year 6, and pupils of all abilities and with varying needs achieve well, particularly in Years 3 to 6. In these year groups, teaching is particularly strong and pupils are really interested in lessons.
57. There is a strong emphasis on giving pupils a sound bank of scientific knowledge, particularly in Year 6, with the result that pupils know many scientific facts and answers. Although pupils are given opportunities to carry out experiments, these are highly structured, with limited opportunities for pupils to devise their own experiments, or to formulate their own enquiries. Pupils are able to describe what happens in an experiment, but have too few opportunities to be active participants in conducting them. As a result, pupils know that things happen, but are not always clear about how or why. More complex skills such as predicting outcomes, making inferences and concluding and evaluating evidence are less well developed than their theoretical knowledge of science.
58. This weakness is clearly understood by an able and enthusiastic subject co-ordinator. She has a clear action plan to improve the teaching of enquiry skills. She has good subject knowledge and a sound understanding of her role and responsibilities. Planned action is derived from her systematic observation of colleagues teaching, analysis of pupils' test papers, and a regular scrutiny of pupils' workbooks. She is well supported in this critical role by the assistant head, and by her colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **satisfactory** and there is clear evidence of improvement since the last inspection.

Main strengths and areas for improvement:

- Pupils have very positive attitudes to their learning;
- Teachers' skills are rapidly improving;
- Standards in Year 6 are below average overall;
- Developments in the subject are well-managed;
- Information and communication technology is taught as a skill to aid work in other subjects.

Commentary

59. There have been good improvements to the information and communication technology provision since the last inspection. These improvements have had a positive impact on pupils' very good attitudes and interest in the subject and the standards that pupils achieve. Pupils achieve well throughout the school and by the end of Year 2 standards are average. In Years 3 to 6, many pupils are achieving the expected levels, but by the end of Year 6, standards are below average overall. This is because these pupils have not had enough time to reap the benefits of the improved curriculum, resources and teachers' skills.
60. Good emphasis has been placed on developing teachers' skills and confidence and this is the main reason why pupils are now achieving well. The co-ordinator has worked effectively to support colleagues and has a clear understanding of the strengths and weaknesses. The use of technology to control movement and processes is a priority for future developments. Pupils' work has been monitored and efficiently collated to show the progress they are making and general improvements to the curriculum. Improvements since the last inspection have been well planned and managed.

Information and communication technology across the curriculum

61. This is not well enough developed. Pupils learn that ICT skills can support their work in other subjects, but do not often use their skills to improve their work in other subjects, or make learning more interesting. There are sufficient computers in classrooms, but they are not used regularly enough.

HUMANITIES

The school's provision for **religious education** is **good**.

Main strengths:

- The range and quality of resources is particularly good;
- Learning makes effective contribution to pupils' personal, social and moral development;
- RE is very well led and managed.

Commentary

62. Three religious education lessons were seen during the inspection. Samples of work and discussions with pupils clearly indicate that standards are above the expectations of the locally agreed syllabus by the end of Year 6. Lessons seen were very interesting and motivated pupils. Religious artefacts are of very good quality and well organised. Resources support teachers in demonstrating and explaining, and encourage pupils' good understanding. Lessons

provide effective opportunities for pupils to practise their speaking and listening skills, demonstrating that they have thought about what they have learned and formed personal opinions from their learning. Pupils' social, personal and moral development is well supported through RE.

63. The subject co-ordinator is very knowledgeable and leads and manages the subject very effectively. The current emphasis in religious education is for pupils to learn *from* religion, as well as building their knowledge of a wide range of world religions. This is being successfully achieved and demonstrated when Year 6 pupils reflect on the meaning of religious symbols in their own lives, or within their own faith community, to identify similarities and differences, and to discuss their meaning.

The overall provision for **geography and history** is **good**.

Main strengths and areas for improvement:

- Subjects are effectively planned and well led and managed;
- There are good links with literacy, art and music;
- Opportunities to follow a line of enquiry and find evidence are more limited.

Commentary

64. Two history lessons were seen, but geography was not taught at the time of the inspection. Discussion with the co-ordinator, work samples and displays signify that the provision for geography is good. The co-ordinator has very good subject knowledge and supports teachers in planning interesting work that makes very good use of the local area. Pupils achieve well in history so that standards improve throughout the school and are above average by the end of Year 6. Good quality teaching is well supported by very effective planning and a good range of historical artefacts. Teaching and learning is well monitored so that co-ordinators have a clear understanding of strengths and weaknesses and their development plans prioritise where improvements need to take place.
65. Opportunities to develop writing skills are well used in history lessons. Pupils are very interested in the history themes they study and this generates enthusiasm for work, promoting good learning in literacy skills as a bonus. There are many examples of carefully produced extended writing from history lessons. History topics also inspire work in art and music. Pupils enjoy their work more because they see the links between subjects and feel confident to apply what they already know in a new learning situation.
66. The stronger emphasis on developing pupils' knowledge of the past can sometimes mean that their independent research skills develop at a slower pace. Where teaching is most effective, pupils are encouraged to see the usefulness of historical evidence, and use it to draw their own conclusions about the past.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The overall provision in these aspects of learning is **good**.

Main strengths and weaknesses:

- The creative arts curriculum is a strength of the school;
- Standards in art and music are above average throughout the school;
- The specialist teaching of music enriches the curriculum;
- The provision for design and technology is good;
- Good links made with other subjects;

- There is a very good range of extra-curricular activities to promote learning.

Commentary

67. Standards in music and art are above expectations by the end of Year 2 and Year 6. Pupils enjoy their music lessons and work enthusiastically. There are three specialist music teachers on the staff who work with all classes. In some instances the class teacher supports the lesson and this enables class teachers to develop their own skills. Pupils sing very well in assembly and there is a flourishing choir. Pupils in Year 6 have lessons in drumming from a visiting specialist who also leads after-school workshops for pupils. Music contributes well to pupils' cultural understanding. They are introduced to music from a range of cultural traditions such as African chants, Indian dance music and Tibetan prayer chants. Many pupils learn to play musical instruments and they have opportunities to perform to parents and friends in assemblies. Pupils are achieving well in composition and work well together in small groups to produce pieces combining different musical elements.
68. Specialist teaching of music enriches the curriculum. The school has used money very wisely to provide the best opportunities for pupils to develop their skills and personal attributes through music.

Example of outstanding practice

There is specialist music teaching for Year 5 pupils in preparation for a performance at the Royal Albert Hall. This group have been especially chosen, as they need support in developing good relationships and positive attitudes to learning.

The visiting music teacher has a clear understanding of the needs of this group of pupils. She has very high expectations of their behaviour and participation. Teaching during a lesson with all pupils from Year 5 was excellent. Inspectors had visited literacy lessons prior to the music session, where it was clear that many pupils needed high levels of support to work and achieve well. In the music session, the teacher motivated them to give of their very best. She demonstrated perfectly, involved class teachers very well and led pupils to really improve their work so that they were proud of themselves. Pupils were so involved with the session that they had no time to misbehave or let their attention wander. Their faces showed sheer determination to sing high notes and maintain rhythms when singing in a round. Songs were fun to sing and encouraged pupils to work together. The need to co-operate and support each other was clearly emphasised by the simple exercises that the teacher used. Pupils' personal and social skills were well developed through the session. Standards of singing and performance were above expectations.

Example of outstanding practice

Lessons in African drumming provide pupils with good role models and examples of a disciplined approach to learning new musical skills.

High expectations of concentration and behaviour set the scene for very good learning throughout the lesson. Pupils fully understand what is expected of them and pay very good attention to the teacher. Learning intentions are very clearly explained and pupils respond very well to the teacher's calm and firm management. The teacher never raises his voice, but his words are measured and chosen carefully so that pupils are in no doubt about his expectations. Instructions are very carefully given and pupils' concentrate very well. Their contributions are evaluated thoughtfully and the teacher praises them, not only for the standard of their performance, but also for the level of effort and improvement. Pupils behave extremely well and are calm and controlled like the teacher. They are pleased by their own work and feel proud of themselves.

69. Pupils' achievements in art are above expectations because, along side developing skills that allow them to work creatively, they are taught to appreciate and understand that art is a way of expressing what a person thinks and feels. They know that that all forms of artwork tell a story or portray an idea and are encouraged to discuss the *feelings* behind a piece of work. This supports their personal development as they learn to think about what they feel and why. Speaking skills are practiced and improved when pupils explain what they think. Teachers were effective at helping pupils to do this in the lessons seen. Artwork around the school is

attractively presented and of good quality. It adds to the school's happy ambiance and very positive ethos.

70. No lessons were seen in design and technology, but pupils' work throughout the school was sampled. Standards in design and technology are in line with expectations throughout the school. This signifies good improvement since the school's last inspection when standards were judged to be below expectations by the end of Key Stage 2. There is clear evidence in the work of pupils from Year 3 to Year 6 that they have a good understanding of the design and planning stage of work. The evaluation of their products is a prominent part of pupils' work in Key Stage 2. Good links are made with other subjects that give pupils a purpose for learning. In history for example, pupils in Year 3 made some very well finished pop-up books based on the Anglo-Saxons that included sliding parts and levers made out of card strips. Throughout the school there are examples of design work that has complemented and extended learning in other subjects, such as the alarms and torches made by pupils in Year 4, which supported scientific learning about electric circuits. The subject is well led and managed by the co-ordinator who has clearly been instrumental in influencing staff and raising pupils' standards.
71. In physical education, standards are in line with expectations at the end of Year 2 and 6 and pupils' achievements are satisfactory. In Years 1 and 2, lessons are well planned and teachers manage pupils well to ensure their safety. In a Key Stage 2 lesson, where the quality of teaching and learning was unsatisfactory, pupils spent too long sitting on the floor listening to the teacher and those without a PE kit had nothing to do.
72. A very rich, varied provision of extra-curricular activities promote good learning in all subjects. Clubs for golf and gymnastics effectively support the teaching of skills. Football club extends the gifted and talented pupils. There are numerous outings to museums, galleries and a variety of high quality performances. Pupils benefit greatly from these extra opportunities. They are motivated and enthused by what they do and see and develop extremely positive attitudes to their work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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