

INSPECTION REPORT

RICHARD LEE PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103693

Headteacher: Mr K Hayton

Lead inspector: Mr K Williams

Dates of inspection: 1st-4th December 2003

Inspection number: 257310

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 562 |
| School address: | The Drive Wyken Coventry |
| Postcode: | CV2 5FU |
| Telephone number: | 024 76450023 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr Brian Davies |
| Date of previous inspection: | 22 nd June 1998 |

CHARACTERISTICS OF THE SCHOOL

Richard Lee is a community primary school situated near to the centre of Coventry. There are 562 pupils on roll, which is much bigger than other primary schools. The school has a nursery with places for 52 children, attending morning or afternoon starting in the September after their third birthday. Most of the children transfer into the reception classes but a similar number of children come from other settings, such as the playgroup held in the school. The attainment of pupils on entry to the nursery covers a broad range, but is below average overall. Over three-quarters of the pupils are of white ethnic background and seven per cent are of Indian heritage. Amongst other pupils are those from families with roots in Bangladesh, Pakistan, the Caribbean, Africa and China. Eleven per cent of the pupils have English as an additional language, only one of whom is at the early stages of learning English. Sixty-five pupils have been identified with special educational needs, including four who have a Statement of Special Educational Need. Eighteen per cent of the pupils are eligible for free school meals, which is average. About eight per cent of the pupils have joined the school at times other than the usual point of entry. The school received the national School Achievement Award in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|--|
| 21074 | Keith Williams | Lead inspector | Science; Information and communication technology; Physical education |
| 11437 | Anthony Anderson | Lay inspector | |
| 27541 | John Collins | Team inspector | English; Art and design; Music |
| 29989 | Pauline Goodsell | Team inspector | Foundation Stage; Geography; History; English as an additional language |
| 17686 | George Simpson | Team inspector | Mathematics; Design and technology; Religious education Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** that develops pupils' personal qualities very well in an atmosphere conducive to learning. It is well led and managed, and the quality of teaching is good. Pupils make a good start in the Foundation Stage and the pupils, including those with special educational needs and those for whom English is an additional language, continue to achieve well throughout the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well, regardless of age, background or ability, because the teaching is good and the curriculum meets their individual needs
- Standards in English are above average by the end of Year 6 and the older pupils achieve very well
- Although standards in mathematics and science are rising, more pupils could attain the expected levels in mathematics and the higher levels in science
- The school is well led and managed by the headteacher, governors, senior staff and subject co-ordinators and has a very positive and caring ethos
- The pupils have very positive attitudes, behave very well and their personal development is very good
- There are very good links with parents, the local community and other schools
- Better use could be made of the outdoor areas for the children's learning in the nursery and reception classes
- Standards are above those expected in Year 6 in art and design and music
- Attendance is satisfactory overall, but a significant minority of pupils do not attend well

The school has made good progress since it was last inspected in June 1998 and standards have risen. The weaknesses identified at the last inspection have been addressed successfully. The provision for the children in the Foundation Stage is now good; the school's aims are committed to raising standards; the curriculum is well managed and includes all of the requirements for information and communication technology; performance management arrangements are secure and risk assessments are carried out regularly.

STANDARDS ACHIEVED

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

Overall, the pupils' achievement is **good**. The children in the Foundation Stage achieve well and most are likely to achieve the goals they are expected to reach by the end of reception. This good

progress and achievement continues in Years 1 and 2 and standards in reading, writing and mathematics are average. By the end of Year 6, standards in English are above average and the pupils achieve very well, whilst the pupils' attainment in mathematics and science is average. Standards in other subjects are in line with expectations, with the exception of art and design and music, where levels of attainment are above those expectations. Standards in the work seen are higher than those indicated by the national assessments because the pupils are benefiting from the often very good teaching in Years 5 and 6 and, across the school, there is a clear and consistent focus on providing work that is well matched to the pupils' needs and, in science, improving their ability to carry out investigations. The school has rightly identified the need to increase the number of pupils reaching the expected levels in mathematics and the higher levels in science and inspection evidence indicates that this is proving successful. Pupils with SEN and those for whom English is not their first language achieve well because they are taught well and have good support.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is very good.** They have very positive attitudes to school and their behaviour is very good. The attendance rate is in line with the national average, although a significant minority of the pupils do not attend well.

QUALITY OF EDUCATION

The school provides a **good quality of education.** **The teaching across the school is good** and contributes to the pupils' good learning and achievement. The teaching of children in the Foundation Stage is good, so that they make a good start to their education. The pupils with special educational needs, and those for whom English is an additional language, benefit from the support they receive from teachers and teaching assistants and they, too, make good progress. The teachers plan lively and interesting lessons that capture the pupils' interest, so that they work hard and try to achieve their best. Occasionally, however, there are too few opportunities for the pupils to make choices and decisions about how they might carry out their work. The teaching in Years 5 and 6 is often very good and this has a significant impact on the progress made by the oldest pupils.

The school provides a good curriculum and there is a very good range of extra-curricular activities and many pupils benefit from these opportunities. The school plans to improve the outside areas in the Foundation Stage, to extend the opportunities for the children to use their imagination and experiment and explore in an outdoor environment. The care, guidance and support offered to the pupils are very good and have a significant impact on the school's very positive and supportive ethos. The school benefits from very good links with parents, the local community and other schools

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good.** The headteacher, staff and governors are committed to raising standards and have created a very positive ethos, with a high degree of racial harmony, in which all pupils can learn. They have a clear idea of the school's strengths and what it should do to improve. The governance and management of the school are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils have positive views of the school. The parents are particularly pleased with the teaching and the way that their children are treated fairly and are expected to work hard. They feel able to approach the school with suggestions or complaints. Most of the pupils spoken to are pleased with the school and feel that they are treated fairly and helped with their work.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in mathematics and science
- Implement the plans to improve the provision for outdoor learning in the Foundation Stage
- Improve the rate of attendance amongst those pupils who are reluctant to attend

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is good overall. The pupils with special educational needs, and those for whom English is an additional language, also achieve well and there is no significant difference in the achievement of boys and girls. The majority of the children in the Foundation Stage achieve the goals set for them in all the areas of learning and a few children exceed them. The pupils in Years 3 to 6 achieve very well in English and standards are above average by the end of Year 6. Standards are also above average in art and design and music by the end of Year 2 and Year 6. They are average in mathematics and science and are in line with what is expected of pupils of this age in all other subjects.

Main strengths and weaknesses

- The children in the Foundation Stage make a good start to their education
- Standards in English are above average by the end of Year 6 and the older pupils achieve very well
- The pupils with special educational needs and those for whom English is an additional language achieve well because they receive good support
- Although standards in mathematics and science are rising, more pupils could attain the expected levels in mathematics and the higher levels in science

Commentary

1. The school's results in the 2003 national assessments for seven year olds were average in reading, writing and mathematics. When compared with similar schools, the results were below average in reading and mathematics and average in writing. The results for 11 year olds were average in English and below average in mathematics and science. Compared with similar schools, the results were above average in English and below average in mathematics and science. The results over time have been rising above the rate seen nationally in Year 2. Overall, the results in recent years in Year 6 have been in line with the national picture and the rate of improvement in mathematics has been above that trend. The work of the pupils currently in Year 6 indicates a better performance than that seen in previous years. These pupils are benefiting from the good, and sometimes very good, teaching seen in Years 5 and 6.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.5 (15.9) | 15.7 (15.8) |
| writing | 15.0 (15.3) | 14.6 (14.4) |
| mathematics | 16.1 (17.0) | 16.3 (16.5) |

There were 89 pupils in the year group. Figures in brackets are for the previous year

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.4 (26.3) | 26.8 (27.0) |

| | | |
|-------------|-------------|-------------|
| mathematics | 26.4 (25.9) | 26.8 (26.8) |
| science | 27.9 (28.0) | 28.6 (28.3) |

There were 75 pupils in the year group. Figures in brackets are for the previous year

- When the children enter the school, the assessments made show that although there is a broad range, the children's attainment is below average overall. The good provision in the Foundation Stage enables the children to make a good start to school; they make good progress and achieve well in all of the areas of learning. The majority of the children achieve the goals expected of them by the end of reception in all six areas of learning and a few children exceed them.
- After this good start, the pupils continue to achieve well in Years 1 to 6. The rate of progress is particularly good in English in the older year groups and, by the end of Year 6, standards are above average. This is because the teaching in Years 5 and 6 is often very good. There is a strong emphasis across the school on developing the pupils' speaking and listening, promoting a love of reading and providing good opportunities for the pupils to write in English lessons and in other subjects. The teachers ensure that the pupils know how well they are doing and how they can improve their work. The successful implementation of the National Numeracy and Literacy Strategies, supported by the careful grouping of pupils so that they work with others of similar ability, provides lessons that are well planned to meet the needs of all pupils. This consistent and systematic approach is contributing to the rise in standards. Similarly, standards are rising in science because there is an increasing emphasis on providing the pupils with the skills they need to carry out investigations, although opportunities for the pupils to devise their own experiments are at an early stage.
- The school ensures that all groups of pupils, regardless of background or ability, are able to take a full part in the lessons. They are successful in supporting the pupils with special educational needs and those for whom English is an additional language and this supports their learning and enables them to achieve well. Equally, the more able pupils are given work that stretches and challenges them. Analysis of the national assessment results supports this view, and shows that the proportion of pupils attaining the higher levels in writing and science at Year 2, and English and mathematics at Year 6, is above the national average. The school has rightly identified the need to increase the number of pupils reaching the higher levels in science in Years 3 to 6 and has set in place appropriate procedures to achieve this. Similarly, the school has introduced additional work to help those pupils who, with this extra support, might reach the expected levels in mathematics. The pupils' current work indicates that this approach is successful.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are very good. Their rate of attendance and punctuality are satisfactory. The pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- Most pupils have very positive attitudes and their behaviour in the classrooms and around the school is very good
- The pupils respond very well to the very good provision for their personal development
- There is a very small amount of occasional unsatisfactory behaviour

Commentary

5. The pupils' very positive attitudes and very good behaviour has a significant impact on their achievement. Most pupils behave very well in lessons and around the school. For example, in a Year 3 and 4 assembly, most pupils listened carefully, and with interest, to a Bible story with a good moral theme. A small number of pupils occasionally display challenging behaviour and there has been one fixed period exclusion during the previous year. The teachers have high expectations of the pupils' behaviour and the way they should approach their work; very good behaviour management systems are in place and are consistently implemented across the school. The pupils respond very well, as seen to good effect at the start of a Year 5 literacy lesson in which the teacher clearly and firmly outlined the lesson objectives and targets. The children in the Foundation Stage achieve well because the adults have high expectations that they will behave, play and learn well. The children develop good relationships with the adults who work with them and with each other and racial harmony is promoted well. The school has good arrangements in place for the nursery children to begin attending school and for the reception children to be introduced to the full school day; this means that they come into school happily and confidently. The children enjoy coming to school. They like to learn and they are beginning to concentrate well and persevere to complete a task before they move to a new activity.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 430 | 1 | 0 |
| White – any other White background | 20 | 0 | 0 |
| Mixed – White and Black Caribbean | 5 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 8 | 0 | 0 |
| Mixed – any other mixed background | 11 | 0 | 0 |
| Asian or Asian British – Indian | 37 | 0 | 0 |
| Asian or Asian British – Pakistani | 1 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 3 | 0 | 0 |
| Asian or Asian British – any other Asian background | 5 | 0 | 0 |
| Black or Black British – Caribbean | 4 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |
| Black or Black British – any other Black background | 4 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| No ethnic group recorded | 31 | 0 | 0 |

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

6. There are two school councils in place which help significantly to promote the pupils' personal development and there is also a wide range of visits into the local and wider communities. Additionally, opportunities are provided for the pupils to take responsibility for their own standards of work and behaviour. The pupils take great pride in being members of the two choirs and were observed rehearsing enthusiastically for their Christmas concert.
7. The pupils attend daily acts of collective worship and those observed during the inspection were linked to the week's theme of 'care'. The element of spirituality is also apparent through subjects

such as music, art and drama and through the school's very positive ethos. The moral development of the pupils is promoted effectively through regular personal, social and health education lessons and by the consistent application of the school's behaviour management policy. The pupils have many opportunities to practise and develop their social skills, both in the classroom and during lunch breaks and playtime. The wide range of external visits also provides them with many opportunities to meet the general public and to enhance their self-esteem. Subjects, such as music, art, religious education and history are used very well to develop the pupils' appreciation of the wider multicultural world.

8. The overall attendance at the school is satisfactory when compared to similar schools. The incidence of unauthorised absence is lower than other similar schools. The vast majority of parents are very supportive of the school in ensuring that their children attend regularly and on time, although a significant minority of the pupils do not attend well. The school's monitoring and promotion of regular attendance is good.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.9 | School data | 0.0 |
| National data | 5.4 | National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The teaching, learning and curriculum are good and the school provides very good care, guidance and support for its pupils. There are very good links with parents, the community and other schools.

Teaching and learning

The quality of teaching and learning is good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teachers insist on high standards of behaviour and provide good role models for the pupils
- The pupils concentrate very well, and work hard to achieve their best, because the teaching is lively and captures their interest
- The children in the Foundation Stage, the pupils with special educational needs and those for whom English is an additional language are well supported and make good progress
- Occasionally, the work is over-directed by the teachers, which limits the opportunities for the pupils to make choices and decisions

Commentary

9. Overall, the quality of teaching is good and this makes a positive impact on the pupils' attitudes to school and to their good progress, learning and achievement. Very good teaching is seen in almost a quarter of the lessons across the school. The influence of this teaching is seen particularly in English in Years 5 and 6 and leads to very good achievement and progress amongst these pupils and the above average standards. Across the school, the teachers have a

good knowledge of the subjects they teach and they ensure that the work planned meets the needs of all pupils. This process is assisted, in mathematics, by the setting of pupils into groups of similar ability and contributes to the good learning in that subject. The organisation of many other subjects on a rotation system makes good use of the teachers' own expertise and interests and enhances the provision.

Summary of teaching observed during the inspection in 82 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 19 (23%) | 40 (49%) | 21 (26%) | 2 (2%) | 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.

10. The teachers have very high expectations of how the pupils should behave and relationships in lessons are very good. The teachers plan an interesting range of activities, ensuring that all of the pupils are actively engaged in them. On the rare occasions when a few pupils display challenging behaviour, they are managed skilfully by the teachers, so that they soon join in with the lesson and the disruption to the learning of other pupils is limited. Most parents report that they are pleased with the teaching, and their children enjoy lessons, and this is reflected in the effort that the pupils put into their work.

11. The good teaching in the Foundation Stage has a number of strengths, enabling these children to make a good start to school, make good progress and achieve well. The teachers and their assistants plan the work carefully to ensure that there are opportunities for the children to have access to all six areas of learning and, in the reception classes, to the Literacy and Numeracy Strategies. The teaching of the basic skills is well planned and this results in the good progress seen in learning to read, write and count. The teaching assistants support individual and group activities very effectively and make a significant contribution to helping the children to behave well and concentrate on the challenging and well planned learning tasks. There is generally a good balance between activities chosen by the children and those led by an adult, which helps the children to feel secure, gain confidence and communicate with others. Very occasionally, in reception, too much of the teacher's attention is focused on managing the children's behaviour and organising the activities and this slows the children's progress. Good arrangements are in place to check what the children know, understand and can do and this information is well used to plan the next steps the children need to take in their learning.

12. The school identifies the pupils with English as an additional language and those who need additional support. The teachers ensure that the support is well-directed because they use information gained from the thorough and constructive assessment systems in place. The specialist teacher, bilingual teaching assistants and class teachers plan together the work that will be covered both in individual lessons and over time. The good achievement and progress seen is a result of the school's emphasis on the development of speaking and listening skills and the effective teaching of writing. Similar partnerships benefit the pupils with special educational needs. The teachers and teaching assistants meet to write individual education plans for these pupils, which are rigorously applied to improve standards. In addition, the class teachers also plan classroom activities that address the pupils' particular needs, so that they achieve well in the whole curriculum.

13. The procedures for assessing the pupils' attainment and tracking their progress are good across the school. The teachers are increasingly using this information to inform the pupils about how well they are doing and how their work can improve, seen to good effect in a science lesson in

Year 6. This is supported by the marking of the pupils' work, particularly in English, where the comments take very good account of the planned learning and the pupils' own targets. As a result, the pupils know how well they are achieving and how they can get better and this has a significant impact on their very good progress in this subject. The school has identified the need to provide more practical and investigational work and this is beginning to raise standards in science, for example. In the best lessons seen, particularly in Years 5 and 6, the pupils are encouraged to make choices and decisions about how an investigation might be carried out. However, this is not yet a regular feature across the school and the pupils' previous work indicates that, occasionally, the activities are over-directed by the teacher.

The curriculum

The curriculum is good. It provides a good range of opportunities to meet the needs of the pupils and very good opportunities for enrichment, including extra-curricular opportunities. The quality and quantity of the accommodation and resources are good.

Main strengths and weaknesses

- The children in the Foundation Stage have good access to all six areas of learning and the literacy and numeracy strategies
- The pupils with special educational needs, and those for whom English is an additional language, are very well supported, which enables them to achieve well
- The school provides a very good range of opportunities to enrich the curriculum
- The provision for art and music is good
- There are limited opportunities provided in the outdoor learning areas for both nursery and reception children
- The way that computers are used in other subjects is not yet planned systematically

Commentary

14. Overall, the good provision for the children in the Foundation Stage means that they get a good start to their education. The classrooms are well organised and provide the children with access to a good range of challenging and interesting learning activities. This encourages the children to become involved in the adult-led and independent learning provided. The school has planned to improve the outside areas to extend the learning opportunities. At present these are limited and this limits the opportunities the children have to use their imagination and experiment and explore in an outdoor environment.
15. The curriculum has improved since the previous inspection, because the school has successfully implemented the national strategies for literacy and numeracy, as well as schemes of work in all other subjects, which are used effectively to guide the teachers' planning. The response to the key issue raised in the last inspection has been positive and resources in Information and communication technology are now good. The pupils have regular access to the computer suite and some classrooms have interactive white boards. These resources are used well. Computers are used regularly in other subjects and the school has identified the need to plan these opportunities more systematically so that the pupils can apply their skills in a range of ways, such as data handling in mathematics. The curriculum includes a good personal, social and health education programme, which is evaluated by all staff.

16. Those pupils with special educational needs receive good support. Early identification and intervention, backed by well organised planning, recording and assessment procedures, results in these pupils making good progress and achieving well. Older pupils with special educational needs are well served by the curriculum, which is planned to meet their needs within the classroom. The pupils with Statements of Special Educational Need also achieve well because of the individual adult support they receive. Gifted and talented pupils are identified and taught appropriately and they achieve well. For instance, the younger more able pupils are taught alongside older pupils within the maths sets.
17. The school has good procedures in place to support the pupils for whom English is an additional language. The newly arrived pupils have the support they need to enable them to fully access the curriculum offered. Bilingual materials are available to support learning, mainly through the local education minority group support service. The need for English language acquisition does not preclude able mathematicians from being taught at a level that matches their ability. All pupils have equal access to the curriculum, which enables them to achieve well.
18. There is very good provision for enriching and enhancing the curriculum. These opportunities include a wide range of clubs, during the school day and after school, which are popular and well attended. Visits and visitors to school make an important contribution, as do the 'focus' days and weeks, such as a Technology Day and One World Week. It is to the school's credit that it not only monitors the effectiveness of visitors' contributions but visitors are also able to comment on the experience. The homework programme and the booster classes and Easter school also give pupils further chances to improve. The provision for art and music is good, which prepares pupils well for an involvement in cultural activities. This is evident in the very popular choirs, art and dance clubs. The school's commitment to participation in the arts is shown by its membership in the Performing Arts Service Citizenship Project.
19. There is a good match of teachers and support staff to meet the demands of the curriculum. The curriculum is well managed by co-ordinators who are well organised and have a good understanding of their roles. Good use is made of teachers' strengths, by organising some foundation subjects on a 'carousel' system, whereby the pupils study each of the subjects for a four week period. Arrangements for pupils starting school and the transition between phases are good. Very good use is made of outside support agencies. The organisation of the accommodation, coupled with the good resources, contributes to providing a curriculum, which successfully enhances learning and standards.

Care, guidance and support

The care, welfare, health and safety of the pupils are very good and the school gives them very good support, advice and guidance. Consultation with the pupils is very good.

Main strengths and weaknesses

- Child Protection procedures are very effective
- The teaching and support staff know the pupils very well
- Good risk assessments take place in advance of school trips
- There are good arrangements for when the children join the nursery and the pupils receive a very high level of support and guidance as they progress through the school
- The systems for seeking the pupils' views and acting on their views are very good

Commentary

20. Child protection systems, procedures and training are in place and the co-ordinator is known to all staff. The teaching and support staff, very well supported by a range of external agencies, provides a high degree of welfare and pastoral support to individual pupils. The pupils' academic performance and personal development are closely monitored, both formally and informally, and steps are taken to identify any individual problems with a range of effective strategies.
21. In the classrooms and around the school, the teachers and support staff clearly know their pupils very well and they are quick to observe any personal difficulties exhibited by pupils and to take appropriate action. The school operates a good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school monitors the outcome and makes changes to procedures where necessary. A further log is maintained of pupils' medical records including food allergies, which are copied to relevant staff. The school also carries out occasional health and safety audits of the site and undertakes risk assessments in advance of school trips. This is an improvement since the last inspection.
22. Personal, social and health education lessons provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they perceive a range of issues. Their personal development is further enhanced through the provision of individual targets (both academic and personal) to which pupils are expected to apply themselves. A wide range of behaviour management strategies are in place and they are regularly reviewed and adapted to meet the needs of individual pupils. The school acknowledges each pupil's achievements through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem.
23. The school has good arrangements in place for when the children start school. These include liaison with playgroups attended by the children, children and parents visiting the classes and meetings for parents. In the nursery and reception classes the children come into school happily and confidently, the start to the day is calm and positive. There are good arrangements in place for the day-to-day exchange of information between parents, carers and the school staff and for the children to leave school safely in the care of a known adult. The adults in the nursery and reception classes quickly get to know the children and establish good relationships with them. This encourages the children to try hard and to behave well and promotes the good progress and achievement seen.
24. The very high level of child protection and welfare support to pupils, together with the very good procedures for promoting pupils personal development and well being, have a very positive impact on their learning, achievement and self-confidence and they are a significant strength of the school.

Partnership with parents, other schools and the community

The school has very good links with parents, the local community and other schools.

Main strengths and weaknesses

- Parents are very positive about the school
- The school keeps parents very well informed

- The school works well with parents of children in the Foundation Stage to ensure that they have a good start to school life
- The school uses the local community and other schools very well to support the curriculum
- A small number of parents are unhappy about bullying and the information they receive about their children

Commentary

25. The school's links with parents, the community and other schools provides a very strong contribution to the pupils' learning and their personal development and is a major strength of the school. The majority of parents are supportive of the school's work and its aims and objectives. They indicate that their children like school and are making good progress and feel that the school is well led and managed and the staff give their children good support. Although a minority of parents indicate that bullying is an issue at the school, many indicate that it is dealt with swiftly when it occurs. Inspection evidence indicates that bullying is not a significant problem and that behaviour management systems are very effective. The inspection team conclude that the school provides parents with a wide range of information about each child's progress and achievement.
26. In the Foundation Stage, the school staff are readily available on a day to day basis to discuss with parents and carers any problems affecting their children. The information given by the school to parents about topics to be covered in the classes is extensive and includes helpful suggestions about follow up work that can be done at home. Reports are given and meetings are arranged to cover the overall progress made by the children.
27. The prospectus, governors' annual report to parents and the regular and well-designed newsletters are of a very high quality. Annual academic reports to parents are very well presented and are supplemented by a parental questionnaire which invites parents to comment on their child's report and to make suggestions as to how the school and parent partnership might be improved or developed. There are well-planned parents' evenings and open days each year during which parents have the opportunity to discuss their child's progress and these events are generally well attended by parents, most of whom take an active interest in their child's progress. A number of parent helpers provide much appreciated assistance in the day-to-day running of the school and the parents' association is very active, particularly in raising funds.
28. The school makes very good use of the local environment and there is a very good range of extra curricular clubs available to all children. There are very good links with other local schools and a recent science project has taken place with the collaboration of the secondary school to which the majority of pupils will eventually transfer. Art, music and sport are enhanced by the links with other schools. Very good use is made of local facilities including a partnership centre project to study the Tudor period. The wider community is also used to good effect to enhance pupils' personal development, including trips to the theatre.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The leadership of the headteacher and other key staff, governance and management are good.

Main strengths and weaknesses

- The head teacher and deputy headteacher provide good leadership that is focussed on raising standards
- The governing body is fully supportive of the school and helps shape its direction and development
- The very strong ethos is built upon very good relationships and a clear vision for the school.
- The curriculum is well led and managed by the subject teams

Commentary

29. The leadership of the head teacher, deputy and key staff is good. They are committed to achieving high standards in all areas of the school's work and are a driving force in the improvement seen since the last inspection. All of the co-ordinators lead their subjects well and have a clear view of standards and what needs to be done to improve them. There are very good systems for assessing the pupils' attainment, which ensures that all staff have good information on which to plan future developments. All staff and other adults who work in the school provide very good role models for pupils and there are very good relationships, at all levels, across the school. The school sets a high priority for the inclusion of all its pupils and works hard to provide equal opportunities for them. The school is particularly successful at promoting racial harmony.
30. The management of the school is good; all of the staff are clear about their roles and responsibilities and carry them out effectively. There are good opportunities for the teachers and support staff to develop professionally and personally, so that they are confident and well informed about their subjects and other areas of responsibility. Assessment information is analysed very carefully and used to set targets for individuals and groups of pupils and highlight areas for development. The school's management of provision for pupils for whom English is an additional language is good and it is enhanced through support from the LEA's Ethnic Minority Achievement Service. These pupils are quickly assessed and appropriate support provided, and this is having a very positive effect upon their progress. The provision for pupils with special educational needs is also well managed and reflects the school's vision of encouraging all pupils to achieve their best. The governors support the decision to commit resources to early identification and intervention so that classroom assistants are located mainly in the classes of younger pupils. Those pupils with Statements of Special Educational Need receive good support to promote their learning so that they, too, achieve well.
31. Overall the Foundation Stage is well led and managed. The teacher in charge works effectively with her colleagues to promote the provision and development of the curriculum for the children. She has a clear vision of how the planning for the whole Foundation Stage can be further improved to promote the progress of the children, especially in the development of the outdoor learning areas.
32. There is a strong partnership between the governors and the school and the governors share the commitment to raising standards. The governing body is well organised and reviews and monitors the work of the school well. They contribute to the school's effective improvement plan and are kept fully informed of future developments, through committees and through those governors with specific responsibilities. The governors have a good understanding of the strengths and weaknesses of the school and deal with them openly. They are prepared to evaluate and challenge the suggestions and views put before them.

33. The very good teamwork and relationships amongst the staff are strong features and the positive ethos created enables the pupils, of all backgrounds and abilities, to achieve well. The school undertakes rigorous self-evaluation and uses the findings effectively to help raise standards. The induction of new staff is thorough and very effective in helping them to work to the values and aims of the school. The system for staff appraisal and performance management is secure and of good quality. This is an improvement since the last inspection.
34. Financial planning is good and tightly linked to the school's improvement plan. Money from reserves has been allocated for additional classroom staff and ICT equipment.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 1,399,912 |
| Total expenditure | 1,361,135 |
| Expenditure per pupil | 2,544 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 57,736 |
| Balance carried forward to the next | 38,778 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for each of the areas of learning is **good**. When the children enter the school, their attainment is wide ranging but taken overall it is below average in all areas of learning. The teaching is good and many strong features were evident in the lessons that were observed. As a result, the children achieve well and most of them reach the goals in all the six specified areas of learning. By the time they move into Year 1 a small number of the children exceed these early learning goals.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- The teachers develop the children's positive attitudes to learning by setting out clearly what is expected of them
- There is a good balance of teacher-directed tasks and activities chosen independently by the children

Commentary

35. The children are happy in school. They settle quickly and know the classroom routines well. The teachers and their assistants have high expectations of the children's behaviour and ability to take care of themselves. They provide them with good opportunities to work and play together and to reflect on the effect of their actions on others. As a result, the children's personal and social skills are developed well. The children behave well and try hard to think things through for themselves. In the nursery, they show that they enjoy learning and they are beginning to concentrate well and persevere to complete a task before they move to a new activity. Good relationships quickly develop and, in the nursery, the children are beginning to speak confidently to adults and each other. By the time the children leave the reception classes they have developed an awareness of their own views and feelings and they are sensitive to those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- The teaching of the basic skills of reading and writing is effective
- Assessment is thorough and used to plan the next steps in learning
- Very effective use is made of the teaching assistants to support learning in all areas of communication, language and literacy

Commentary

36. The teachers have high expectations that the children will participate fully in the good literacy activities provided. This means that all the children make good progress in gaining communication, language and literacy skills, and they achieve well. The children listen well and respond positively to the adults for the majority of the time. They are given good opportunities to listen to and respond to events in stories. A good range of role-play situations, for example the Post Office area in one of the reception classes, enables the children to use and develop their speaking and listening skills and helps them to extend their vocabulary.

37. The teachers and their assistants develop and build the children's early reading skills through the sharing of books and stories and the systematic teaching of phonic skills (the sounds of the letters and syllables of words). A very popular game that helps to teach the initial letter sounds encourages the children to work well together and have fun. Great fun ensues as the children call out their sounds and try to join up with their partner. By the end of the reception year, most are able to retell the stories they have read, many have a well-developed sight vocabulary and a few children are reading simple books fluently.
38. The teaching of writing is good because the children are encouraged to use their developing knowledge of letter sounds and shapes to help them begin to write unfamiliar words for themselves. On a very few occasions, the over use of copy-writing is seen, but throughout the Foundation Stage the children are provided with a good range of opportunities to write for different purposes and this promotes good levels of achievement. For instance, the children approached the task of writing Christmas cards with confidence and enjoyment and are busy using the writing experiences in the Post Office role play areas.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- The good teaching of early numeracy skills takes full advantage of the children's natural enthusiasm for counting and using numbers

Commentary

39. The teachers provide a good variety of activities and resources to make the learning fun. For example, in the nursery the children love to count the number of children present and some can recognise the correct number to record how many children are present. In a reception class, all the children want to have a turn at weighing the parcels and describing whether they are the heaviest or the lightest. By the end of the reception year, some of the children can write number sentences to record their working out for simple addition and subtraction sums. They have a good vocabulary to describe mathematical features, such as taller, shorter and longer, although their knowledge and understanding of two and three-dimensional shapes is less well developed. The assessment of the children's progress has provided clear information about this weaker area and the teachers have altered the planning for this year, which is already improving the children's progress and achievement in identifying shapes and their properties confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- The school has improved the provision in this area of learning
- The children achieve well because the teachers plan carefully to ensure a balance between adult lead and child chosen activities.
- They are making good progress in learning to use computers

Commentary

40. The teachers and their assistants ensure that there are good opportunities for the children to work in each of the different strands within this area of learning and this area shows a good

improvement since the last inspection. Exciting opportunities to experiment with transparent sheets of acetate, to make different colours when light is shone through, are eagerly taken and the teachers take every opportunity to extend the children's vocabulary and understanding. The children use the computers confidently to support their learning and know how to control the mouse to point and click and can drag objects into a picture with confidence. Visits and visitors enhance the learning experiences. The children also have good opportunities to learn about the faith and customs of Christianity as well as other religions, cultures and traditions represented in the school. They have a sense of their own identity as part of a family or a class and have regular opportunities to reflect, for example, about what makes them happy or sad.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- The children have good opportunities to develop both fine and large movement skills through a range of activities

Commentary

41. In the nursery, the children use wheeled vehicles to learn to steer and pedal. The reception children have opportunities to climb and balance using the physical education apparatus in the hall and make good progress in doing so. Overall, the children make good progress and achieve well because the teachers and their assistants plan the learning activities well. This is particularly the case in the indoor lessons when the children explore movement and body shapes by moving to music. They enjoy these lessons and show a good awareness of space. They can follow and interpret instructions, and they respond well when asked to move in a variety of ways. The reception children can dress and undress independently and, in the nursery, the children cope well with putting on their coats to go outside to play. There is good developing use of paintbrushes, pencils and scissors and the children have many opportunities to further develop fine manipulative control by completing jigsaws and using construction kits.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- The school has improved the provision in this area of learning
- Overall the resources are well prepared and provide a wide range of learning opportunities
- There are limited opportunities in the outdoor play areas for creative development

Commentary

42. The teachers provide a wide range of creative experiences that the children greatly enjoy, for example, in art, story and imaginative play. The children also have good opportunities to listen, participate and respond to a range of music. In the nursery, the children soon learn to perform action songs competently and enthusiastically. The reception children dance delightedly, following the teacher, using claves to beat out the rhythm. The children know and mix a good range of colours and they paint with enjoyment, confidence and skill using a range of techniques such as drizzling and splattering paint. Materials such as sand, water and play-dough are available for the children to explore on a regular basis. The children enter imaginatively into the indoor role-play scenarios and some make excellent use of them. In the nursery the children 'keep house' and extended their vocabulary and social interaction as they peg out the washing to

dry. The school has plans to improve the outside areas to extend the learning opportunities. At present these are limited and this reduces the opportunities for the children to use their imagination and to explore the outdoor environment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The pupils attain well above average standards by the end of Year 6 and they achieve very well
- The teaching is consistently good
- The pupils have very good attitudes to learning and develop a love of literature
- The leadership and management of the subject are very good and have promoted good improvement since the previous inspection
- Assessment is good and the teachers' marking is informative and helps the pupils to know how to improve

Commentary

43. Standards, by the end of Year 2, are securely in line with what is expected of pupils of this age and they achieve well. By the end of Year 6, they attain above average standards and achieve very well. The majority of pupils, in all classes, listen respectfully to others and are articulate speakers. They engage in discussions confidently, using a wide vocabulary that allows them to express their views and describe things well. The pupils adapt their style for different situations. For example, they are sensitive in their comments when evaluating the work of others, using praise before criticism.
44. The school has a strong focus on developing a love of literature and has a very good range of books that engage pupils' imaginations. These are very well organised by the librarian, and have had a positive impact on developing reading in the junior classes. The careful selection of books ensures that boys and girls are equally enthusiastic about reading. Reading is taught well and current inspection evidence shows that the slight drop in reading standards at the end of Year 2 has been resolved. The Big Books used in literacy lessons are used effectively not only to improve the pupils' reading skills, but also to form a basis for writing. The teachers encourage the pupils to consider how authors develop their stories and characters and encourage them to use such strategies in their own writing. The pupils develop a very good understanding of how stories are constructed and they apply this to their own writing, drafting and redrafting until they are happy with their work. They work with deep concentration and show pride in their finished writing. Resources are very good and the use of good quality writing books inculcates a sense of pride in presentation.
45. The teaching is consistently good with some very good teaching in Years 5 and 6. All of the teachers have a good subject knowledge and use it to plan interesting and lively lessons. Work is matched to the needs of all pupils and builds well on their previous learning. Those pupils with special educational needs are fully included in lessons. They are very well supported by well-informed staff, who help them achieve their best. The pupils for whom English is an additional language receive very good support, often in their home language, which helps them to make good progress in developing their understanding of spoken and written English. For example, a recently arrived pupil was seen being taught in a small group by a support teacher. Afterwards, the support teacher spoke fluently in the pupils' home language to help the pupil relate these experiences to her English work. Relationships with pupils are very good and classes are managed in a very positive manner. The teachers' marking is very good; it rewards the pupils'

success and points out how work might be improved, taking note of the intended learning and the pupils' own targets. As a result, the pupils know how well they are achieving and how they can get better.

46. The subject is very well led and managed and this has promoted good improvement since the previous inspection, when standards were average and progress was satisfactory. Assessments, including the results of national tests, are used very well to highlight areas for improvement and the effective action taken is now reflected in the results in national tests.

Language and literacy across the curriculum

47. The pupils have many good opportunities to apply their literacy skills across the curriculum and they are very competent in doing so. For example, they apply reading skills very well in independent research in books, accessing the knowledge they need quickly and efficiently. They have good opportunities for writing and their very good skills provide well for full reports of work in other subjects, such as when they write biographies of famous historical figures like Samuel Pepys or evaluations of their products in design and technology.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The National Numeracy Strategy is implemented well and is contributing to the rising standards
- The achievement of most pupils is good,
- The teaching is good overall and the teachers plan well to meet the needs of all levels of ability, including the most able mathematicians

Commentary

48. The school has implemented the National Numeracy Strategy successfully and provides well-planned lessons, designed to meet the needs of all levels of ability. The work is taught systematically and consistently across the school, so that the work becomes progressively more challenging and builds well on their previous learning. Almost all of the pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well.
49. The school's results are improving at a faster rate than the national picture, particularly in Year 6. This is noticeable in the work of the more able pupils. The school has recognised the need to improve the results of the pupils who, with extra support, might attain the expected levels and has created 'booster' groups in order to achieve this. The pupils' current work indicates that this approach is successful.
50. The leadership and management of the subject are good. Consequently, very good systems are in place to monitor and evaluate the teaching and learning, which is an improvement since the last inspection. These include the analysis of assessment data, which is used to focus teaching on particular areas and, hence, improve overall standards. Individual performance is recorded and tracked, so that targets are set for pupils. These targets are for both long and short-term gain. The school's targets are realistic, but ambitious enough to contribute to the rise in standards.

51. The teaching is good overall, with examples of consistently very good quality, and this is an improvement on the last inspection. Lessons are conducted at a brisk pace. The organisation of pupils into groups of similar ability means that planned activities are specifically targeted at different ability levels, so that all pupils are suitably challenged. Teachers' high expectations result in highly motivated pupils, who behave very well, work hard and give of their best. A notable example is that of a Year 6 class engaged in solving mathematical puzzles involving the Chinese number system. In this lesson, the pupils' perseverance was prompted by the teacher's probing questions, so that success was eventually achieved. The intelligent use of the knowledge of a pupil of Chinese background, to set extension questions, added to the sense of purpose in the lesson.

Mathematics across the curriculum

52. Mathematics is used satisfactorily in other subjects, such as science and design technology. The use of computers is a feature of many lessons, although the school has identified the need to improve this aspect, as it is not yet planned systematically. Information and communication technology is used well in those classrooms having an interactive white board¹, particularly in the introduction to lessons, or in whole class teaching. Good links with science were seen in a very good lesson in Year 4, where a group of lower ability pupils were creating pictograms.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The good teaching in science means that the pupils achieve well and have positive attitudes
- The curriculum is well planned and meets the needs of most pupils
- Across the school there are too few opportunities for the pupils to devise their own investigations

Commentary

53. Standards are average by the end of Year 2 and Year 6 and most pupils, including those with special educational needs and those for whom English is an additional language, are achieving well. The school has successfully addressed the weakness from the last inspection, when standards were judged to be below average, which represents good improvement. Standards are rising, due largely to the good teaching, the emphasis on practical activity and the positive attitudes of the pupils. Although the results of the 2003 national tests for 11 year olds were below average, they have been improving steadily over recent years, at a rate slightly slower than the national picture. The work of the pupils currently in Year 6 indicates a better performance than that seen in previous years and this is reflected in the higher targets set for this year group. These pupils are benefiting from the good, and sometimes very good, teaching seen in Years 5 and 6.

54. Overall, the teaching and learning are good. In the lessons seen during the inspection, the teaching varied from satisfactory to very good. Lessons are well organised, a good range of resources is readily available and time is found to enable the pupils to make predictions and discuss their ideas with other pupils. These discussions are important, as they enable the pupils to rehearse and modify their thinking and they contribute to the development of their oral skills.

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

A strong feature of the best teaching, for example in two lessons seen in Years 5 and 6, is the emphasis placed on prompting and probing the pupils to justify their views and give examples to support them. These high expectations ensure that all of the pupils are stretched to achieve their best. In the Year 6 lesson in particular, time was spent very effectively in discussing the features of work at Level 4 and Level 5 and encouraging the pupils to consider their own performance and what they need to do to improve. They pupils responded very maturely and made realistic assessments of their work. Across the school, the pupils enjoy science lessons, particularly the practical aspects.

55. Science is well led and managed by the subject team and the new co-ordinator. Assessment procedures are good and the information is used well to plan the next step for the pupils. The subject leaders have analysed test results carefully and have rightly identified the need to increase the number of pupils reaching the higher levels and to improve the pupils' ability to carry out experiments and investigations. They have increased the amount of practical work taking place and have devised useful frameworks to guide the pupils through an experiment and support them in setting out their findings. This is proving successful because, across the school, the pupils show a good awareness of the features of a fair test. The planning and recording sheets are providing a clear and logical structure for the pupils to record their work. Whilst there is an increasing emphasis, particularly for the older pupils, on providing them with opportunities to devise their own investigations and choose the best way of recording their findings, this is not yet a regular feature across the school and the pupils' previous work indicates that, occasionally, the activities are over-directed by the teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teaching is good and enables the pupils to achieve well
- The subject is well organised, led and managed by the subject leaders
- Computers are used in other subjects, but this work is not yet planned systematically

Commentary

56. The standards achieved by the pupils are in line with the expectations of pupils of this age. Under the good leadership of the co-ordinator and the subject leadership team, the weaknesses in the last inspection have been addressed successfully. The national guidelines for planning are used well to ensure that the pupils develop the necessary knowledge, skills and understanding in each year and that the work becomes progressively more demanding. Lessons are organised so that they are taught by those teachers who have an interest and expertise in the subject and the pupils benefit from this approach. The school has improved the range of resources in ICT, including the introduction of two well-used computer suites. As a result of these improvements, most pupils, including those with special educational needs and those for whom English is an additional language, achieve well.
57. Although the lessons seen during the inspection focused mainly on word processing, the teachers' planning and the pupils' previous work indicates that the pupils benefit from a wide range of activities that meet the requirements of the National Curriculum. Those pupils spoken to have a good understanding of the work covered and enjoy talking about it, even recalling what they did two or three years ago. They enjoy using the computers and other technology and work

hard to develop new skills. Pupils in Year 6 were observed searching for information on the internet, which they did confidently. The pupils have a good understanding of the benefits and limitations of finding information in this way. In another good lesson, in Year 2, the pupils used a paint program to create pictures in the style of Mondrian. Again, these pupils were confident and competent and they took pride in their work.

58. The introduction of a system of rotating subjects within each year group means that the pupils take part in ICT lessons for blocks of time covering a four week period. These lessons are taught by teachers who have an interest and expertise in the subject and their enthusiasm and knowledge contributes significantly to the pupils' good achievement. Lessons are well planned, relate to the pupils' previous learning and provide challenge and support appropriate to their ability. The teachers' secure knowledge means that they can demonstrate techniques effectively, guide, prompt and pose challenging questions. Some of the classrooms have interactive white boards and these are well used to introduce the theme of the lesson prior to moving to the suite. The teachers manage the pupils' behaviour well, although the pupils in all of the lessons were interested in what they were being asked to do and applied themselves well. They worked well in pairs, featuring boys and girls and pupils of different backgrounds. These positive relationships, the pupils' good behaviour and their commitment to doing well, have a positive impact on their achievement.

Information and communication technology across the curriculum

59. The use of computers is a regular feature of lessons in other subjects, for example English, mathematics, science and art and design, although this is not yet planned systematically. The school has rightly identified the need to improve this use of ICT and is beginning to increase the range of programs to support this work. Some of the classrooms have interactive white boards and these are well used, often to introduce the theme for the lesson.

HUMANITIES

Work was sampled in **geography** and **history**. Three lessons were seen in geography and none in history. It is not possible, therefore, to make an overall judgement about provision in these subjects. The teachers' planning and the pupils' previous work in both subjects were scrutinised and discussions were held with the co-ordinator for each subject. Both subjects have a secure place in the school's curriculum although, in Years 3-6, more time is spent on history than on geography. Good links are made with other subjects and there is some limited use of computers. There are good opportunities for the pupils to write accounts in history and use the mathematical skills of measuring and data handling in geography. Art is frequently used in a variety of drawing and illustrations. The teachers mark the work regularly and add constructive and helpful comments. Both subjects make a positive contribution to the spiritual, moral, social and cultural education and personal development of the pupils. A particular strength is the planning for visits to places of interest and visitors to the school; these further enhance and broaden the good learning opportunities already provided by the teachers in school.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The planning is good and covers all aspects of the required curriculum
- A good range of methods is used, but too much emphasis is sometimes placed on recording in written form
- Good links are made with the personal, social and health education (PSHE) programme
- The teaching is good overall

Main strengths and weaknesses

Commentary

60. Standards at the end of Year 2 and Year 6 are in line with the requirements of the Locally Agreed Syllabus. Pupils of all abilities and backgrounds achieve well. The co-ordinator has planned very good coverage of the curriculum, which combines well with the PSHE curriculum, so that the subject has a high priority in the school. The pupils learn about a number of religions and good links are made between them, which develops an understanding of the similarities that exist. Christianity and Sikhism are the major religions studied and there are good links with representatives of both faiths.

61. The quality of teaching and learning is good overall and a good range of teaching methods is used. For instance, music is well used in Year 1 to create an appropriate atmosphere as the pupils learn about the significance of giving at Christmas time. Year 2 pupils make Diva lamps

prior to acting out the return of Rama and Sita, in their study of Diwali, the Hindu Festival of Light. This encourages an understanding of the lamps representing good overcoming evil. In a good lesson in Year 3, the pupils used the Internet and newspaper articles successfully to study Zakah, one of the pillars of Islam. The pupils in Years 5 and 6 analyse texts from the Bible and study versions of Christmas around the world. This enables the pupils to work together, discuss issues and arrive at their own conclusions. A good example of links with PSHE occurred in a Year 5 lesson based on 'how I see myself.' This lesson provided good opportunities for reflection, introspection and discussion, all of which enhanced the pupils' understanding of themselves and their peers.

62. Resources to support the curriculum are well organised and match the needs of each unit of study. The development of ICT resources is underway. Visitors, such as an Asian dancer, provide enrichment and enhance the learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in **physical education**. It is not possible therefore to make an overall judgement about provision. The evidence from the teachers' planning indicates that physical education has a worthwhile and well planned curriculum. The pupils have very good opportunities to participate in sport through a wide range of extra-curricular activities.

Art and design

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

Main strengths and weaknesses

- Standards are above those expected by the end of Years 2 and 6
- The teaching is good and enables the pupils to make good progress in lessons
- Pupils enjoy art and work hard
- The leadership and management are good
- The art and craft clubs provide good opportunities to develop the work further

Commentary

63. The teaching of art is good throughout the school and so the pupils achieve well. The teachers plan well to provide interesting lessons with a clear focus on developing the pupils' skills. They take care to demonstrate correct techniques, such as in the use of sketching pencils, and make good use of sketchbooks for the pupils to practise and develop their skills and ideas. They encourage the pupils to evaluate their work and then improve it, before moving on to their final piece. The teachers provide a wide range of good quality resources, which allow pupils independence in making choices and decisions on how they are going to achieve their desired effect. In a particularly effective lesson in Year 4, the pupils were introduced to acrylic paints and benefited greatly from the very good direct teaching of skills.
64. The pupils enjoy their lessons and work hard. When drawing from observation, they examine their subject closely, looking at shape, colour and texture, before commencing work. For example, in a Year 6 lesson based on the work of William Morris, the pupils had carefully considered the artists' use of line, colour and texture before making a very accomplished start to their own designs. They were able to discuss their work constructively with others to develop their ideas. The pupils extend their work into different media. In Year 2, for example, they make

their own collage designs based on the theme of 'Mother Nature, designer'. A scrutiny of their previous work shows that all pupils experience a wide range of materials.

65. The subject is led and managed well and this has made good improvement since the previous inspection. The teachers have benefited from using the new scheme of work, so that they plan to develop pupils' skills progressively as they move through the school. Art clubs are very well attended and provide good opportunities for the pupils to develop their skills and a good standard of work is achieved in these sessions.

Design and technology

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

Main strengths and weaknesses

- The planning enables the skills to be developed from year-to-year
- There is a systematic approach to recording the pupils' work, but more opportunities are needed for pupils to manage their own learning
- Artefacts are well used to provide first hand experience

Commentary.

66. The thoroughness of the planned curriculum, which enables pupils to develop the required skills, results in standards which are in line with the national expectations and good achievement. Throughout their time in school, the pupils follow a comprehensive programme of work. Recording procedures have been established, which systematically build on previous learning, so that the pupils tackle problems in a logical order. Hence, by Year 6, they research a situation, complete preliminary sketches, modify these and produce a design brief. Initial prototypes are made, which are developed into finished articles, with an appropriate attention to detail. However, there are too few opportunities for the pupils to apply these skills in situations of their own choice.
67. The teaching and learning are good overall. The teachers revise previous learning to ensure that pupils build on what they know and can do. Instructions are clear and the pupils are given the opportunity to discuss the correct technical language. Good questioning leads to a confident response by pupils, as in a Year 2 class, when the pupils learn the two stages of evaluation. Materials are well organised, which sets a good role model for the pupils to follow but, occasionally, the narrow range can limit their choice. Although the teachers mostly give pupils time to describe their work, occasionally the teacher dominates these sessions and this inhibits the pupils' use of technical language. A very good Year 6 lesson involved the disassembling of a variety of slippers. The pupils were fascinated by this experience, as they learned about methods of construction. This was a very worthwhile approach to the next stage of learning.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The teaching is good overall
- The subject knowledge of the co-ordinators, and their teaching throughout the school, are important factors in the good standards achieved by the pupils.
- The pupils benefit from a wide range of musical activities

Commentary

68. Music has a rising profile in the school thanks, largely, to the enthusiasm of the new co-ordinators. Inspection evidence shows that most pupils are attaining standards above those expected by the end of Years 2 and 6. By the age of 11, the children learn a good variety of songs from a variety of cultures and traditions, these are supported very well through the two

choirs currently in school. Both are very well attended and the quality of the singing shows how much they are enjoyed. The choirs are very successful in the concerts and productions they perform in school and in the local community. Another strong feature is the increasing amount of extra-curricular music on offer to the pupils. There are recorder groups and a considerable number of pupils benefit from instrumental tuition from the performing arts service.

69. Overall, the teaching is good. The teachers use their subject knowledge well to plan interesting and challenging activities that interest and enthuse pupils. In a Year 4 lesson, the pupils were able to develop a good understanding of the use of a pentatonic scale in composing their own piece of music. There was good development of vocabulary throughout and, by the end of the lesson, most pupils were able to evaluate their own work and that of others, making sensible suggestions for improvement. A similarly successful lesson in Year 2 developed pupils understanding of pulse and rhythm, while Year 6 pupils were observed developing their knowledge of lyrics in traditional and modern carols. All lessons were characterised by good direct teaching and the enthusiasm and involvement of all pupils.
70. Leadership and management of the subject are good. The coordinators are enthusiastic and have been responsible for the high profile of the subject across the school. They have made a significant contribution to the improved standards from the time of the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Only two lessons were seen in this area. While the evidence of these lessons and from discussions with staff and pupils indicates that the overall provision is good, it is not possible to make firm judgements on teaching and learning. The school places a strong emphasis on promoting the pupils' personal development. Good behaviour is reinforced during class discussion times, where pupils are given the opportunity to explore ways of resolving issues. The school council makes a very good contribution to the pupils' personal development and their understanding of citizenship. The discussions in the meeting held during the inspection were of a high quality. There are clear and appropriate procedures for teaching sex education and drug misuse.

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 | 3 |
| 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 | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| 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 | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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