

# INSPECTION REPORT

## **ROBERT SHAW PRIMARY SCHOOL**

Nottingham

LEA area: Nottingham City

Unique reference number: 122437

Headteacher: Philip Larkin

Lead inspector: David Marshall

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> July 2004

Inspection number: 257335

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	334
School address:	Southfield Road Western Boulevard Nottingham Nottinghamshire
Postcode:	NG8 3PL
Telephone number:	0115 915 5765
Fax number:	0115 915 5768
Appropriate authority:	The Governing Body
Name of chair of governors:	Douglas Sutton
Date of previous inspection:	July 1998

## CHARACTERISTICS OF THE SCHOOL

Robert Shaw is a larger than average primary school serving a mixed catchment area. There are 334 pupils on roll – 175 boys and 147 girls, who all attend full time, and the school provides a small pre-school provision for four year olds, catering for 12 children who attend part-time. There are 12 classes. Attainment on entry is below average. There are 65 pupils identified as having special educational needs. This is close to 20 per cent – above the national average. However, there is a much larger number who due to lack of funding do not appear on the school list of pupils with special educational needs. There are no pupils having statements of specific need, which is below the national average. There is a growing number of minority ethnic pupils – mainly Muslim and 10 per cent are at an early stage of learning English. In 1998, 25 per cent were classed as from ethnic minority backgrounds; in 2004 this has increased to 47 per cent, which is well above the national average. The school employs an Amber Worker (Adult Minorities – Breaking Educational Restrictions), to encourage the minority ethnic families to take more part in school life and to use the school for their benefit. Since 1998 the staff and governors have developed the school grounds with several environmental areas, a pond, tree trail and a “Four Seasons Garden”. The school is taking part in the ‘Healthy Schools’ project and is part of a local schools sports training and development project leading to ‘Activemark’. They reconfirmed their ‘Investor in People’ status in October 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Music Art and design Design and technology
14141	Ernest Marshall	Lay inspector	
16773	Raminder Arora	Team inspector	The Foundation Stage Religious education English as an additional language
29989	Pauline Goodsell	Team inspector	Science Information and communication technology Physical education
14976	Peter Dexter	Team inspector	Mathematics History Geography Special educational needs

The inspection contractor was:

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>14</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>19</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>21</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>36</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Robert Shaw primary is a good school.** Standards in English, mathematics and science are now average when compared to schools similar to themselves. Teaching is good and is boosted by the good atmosphere for learning in the school. There is good leadership by the headteacher. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Good leadership and management by the headteacher and subject leaders have improved standards in the core subjects of English, mathematics and science.
- All staff work together well and create an inclusive ethos for learning that is a strength of the school.
- Standards achieved by around 15 per cent of pupils are not high enough due to the lack of necessary consistent support.
- Pupils' personal development is well provided for and is good.
- The learning opportunities for children in the Foundation Stage are good.
- The use of assessment information collected in some of the non-core<sup>1</sup> subjects could be used more effectively to prepare individual targets to ensure maximum pupil progress.

The school has made satisfactory improvement since the last inspection in June 1998. All the key issues from the last report have been dealt with. Schemes of work have been developed well with clearly defined targets in English and mathematics. As a result standards in English and mathematics have improved. There is now a sustained commitment to improve the quality of education through a reorganised programme of review and development. The quality of teaching has been maintained since the last inspection. Assessment procedures are good now in the core subjects of English, mathematics and science. However, the use of the information gained in a few subjects is used less effectively and so pupils' achievement has been limited in these subjects.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	C
Mathematics	D	E	E	C
Science	D	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.*

Achievement is now **good overall**. Children enter the school with attainment below that expected for four year olds, and well below in their language development. The provision in the Foundation Stage is good. All children make good progress and, by the end of the reception year, reach average standards in all areas of learning, apart from their language development that is still below average. When compared to all schools, pupils' attainment at the age of seven in the national tests in 2003 was below average in reading, writing and mathematics. Pupils are achieving satisfactorily in Years 1 and 2 but only reaching standards that are below average by the end of Year 2 in reading, writing and mathematics. The Year 6 test results last year were well below average in English and mathematics and below average in science when compared to all schools. However, pupils' work is

<sup>1</sup> The core subjects are English, mathematics and science. Geography, history, art and design, design and technology, physical education, religious education, music and information and communication technology are the non-core subjects.

improving overall and this year's test results are set to rise. Year 6 pupils are currently working at average levels in English, mathematics and science. The progress of some pupils in non-core subjects is limited by the opportunities they are given due to the inaccurate use of information gained through assessment. Pupils with special educational needs make good progress when they are given appropriate support. The achievement of pupils with English as an additional language, including the new arrivals and those on initial stages of English language acquisition, is satisfactory. Pupils' spiritual, moral, social and cultural development is **very good**. As a result, they have positive attitudes and enjoy coming to school. Pupils' behaviour is good and they form very good relationships. The rate of attendance is satisfactory and in line with the national average.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good overall**. In most lessons pupils receive clear, direct instructions and well-structured activities. The good teaching in the Foundation Stage reflects the teachers' good knowledge of how young children learn and skilled management of children's time. Although the teaching throughout the rest of the school is good, it is varied. Where there are teaching assistants, they work very effectively, valuably enhancing the quality of teaching and learning by their consistent encouragement. In Robert Shaw the funds allocated to the school through the 'mainstream support grant' do not ensure that the range of needs for all pupils can be fully met – mainly because the school has too few trained learning support assistants to implement the plans made. Despite the school's good efforts, the learning of many of these pupils is not supported well enough and so they do not all achieve as well as they could. In Years 1 and 2 this affects the quality of teaching adversely, although it is satisfactory in these classes. In Years 3 to 6 teaching is good and is based on carefully targeted questioning, appreciation of pupils' ideas, good subject knowledge and a great deal of enthusiasm. Assessment information gained about what pupils know, understand and can do in English, mathematics and science is detailed, and used well to set pupils' targets for improvement and to make the work relevant to pupils' needs and build on their previous learning. However, provision and teaching in a few other subjects are less effective due to a more limited use of the information gained from assessment. The curriculum throughout the school is well planned and teachers ensure the inclusion of all pupils in all activities. Pupils benefit from a good range of activities outside lessons. The provision for pupils with special educational needs, and for those with English as an additional language, is sound. Procedures for child protection are good. The school has good links with other schools. Partnerships with parents are good. Parents are kept well informed of their children's progress and support the school well. The Friends of the School Association is very active and much appreciated by all involved in the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school by the headteacher are **good**. He works very well with all staff to raise standards through raising the expectations of staff and pupils and has promoted a team approach to leadership and management. Overall, governance is **sound** and ensures that the school meets its legal requirements well. Governors show a strong commitment to supporting the school although they take few opportunities to monitor the school's performance or the outcomes of decisions they have made.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the school and appreciate how well their children are cared for both socially and academically. Pupils are proud of their school and enjoy being there.



## **IMPROVEMENTS NEEDED**

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

- Raise the overall quality of teaching and learning to that of the best, by sharing best practice and in particular by providing additional support for the lower ability pupils so that their progress is equivalent to that of other pupils in the school.
- Raise the pupils' level of achievement and acquisition of skills and so improve standards in religious education, art and design, design and technology, history, geography and music, and provide further cross-curricular links, by using the results of assessment procedures to set pupils' targets for improvement that are individual, precise and measurable.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good in the Foundation Stage and throughout the rest of the school. By the end of the reception year, children's standards are in line with those expected for their age in most areas of learning, but still below average in their language development. Pupils' standards in mathematics, writing and reading are below average by the end of Year 2. Standards are broadly average in English, mathematics and science in Year 6.

#### Main strengths and weaknesses

- In both the nursery and reception classes, children learn well and most reach the expected levels in all areas of learning except communication and language at the start of Year 1. Throughout the school most pupils achieve as well as could be expected in English, mathematics and science considering their below average starting point, but do not do as well as they could in other subjects.
- Overall achievement is good from Year 3 to Year 6.
- When given support, pupils with special educational needs achieve well but there is insufficient support for many of these pupils and this has a negative impact on their achievement.

#### Commentary

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

Standards in:	School results	National results
Reading	15.0 (14.8)	15.7 (15.8)
Writing	14.4 (14.4)	14.6 (14.4)
Mathematics	15.6 (15.9)	16.3 (16.5)

*There were 55 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	25.2 (24.7)	26.8 (27.0)
Mathematics	25.3 (25.0)	26.8 (26.7)
Science	26.3 (27.7)	28.6 (28.3)

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

1. The provision for children in the nursery class and reception year is good. Good teaching and curriculum planning give the school the capacity to continue its current effective standard of provision. All children make good progress from a below average starting point. Their attainment is below average in communication, language and literacy by the time they enter Year 1, but they achieve the goals set for them in the other areas of learning. Children with special educational needs are identified quickly and were making good progress in the lessons observed.
2. Although the current Year 2 is below average as a group, inspection findings confirm that seven years olds achieve well. Over the last four years the school's results in the national tests for seven year olds have shown significant improvement. The change for the better has been

above the national trend of improvement. When compared to similar schools, pupils' attainment in the 2003 national tests was well below average in reading and mathematics and below average in writing. The number of pupils reaching the higher levels was also well below average in reading, but average in writing and below average in mathematics.

3. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 made good progress overall. When compared with national results in English, the standards were well below average; standards in mathematics and science were also well below average. These test results last year, 2003, showed standards were average when compared with similar schools in English and mathematics, and below average in science. Targets for achievement in English and mathematics tests in 2003 were exceeded. The targets set for the current year by the governors, in consultation with the local education authority, are challenging and high, but realistic, given the inspection findings. These targets are based on the school's thorough analysis of each pupil's potential. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.
4. Standards in the current Year 6 are average overall in English and mathematics. The provisional 2004 national test results show a considerable improvement in all subjects. This is especially true of overall results in English where more pupils are reaching the expected level for their age and there is a substantial improvement in the numbers attaining the higher levels. The focus on writing has been a key feature of the improvements in English, enabling the results to improve even more strikingly. In 2002, 53 per cent achieved the average Level 4; in 2003 it dropped to 46 per cent; preliminary results for 2004 show that 71 per cent have achieved this level.
5. Inspection evidence shows that standards in speaking and listening rise from below average on entry to the school to average by the time pupils leave. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are also average because of the good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Writing is now progressing well and standards are also rising and are currently average. The standards of spelling and punctuation have also risen and are now average.
6. Standards in mathematics have also risen well throughout the school. In previous years, standards by the end of Year 2 have generally been well below the national average. Work seen on the inspection in Year 2 was below average and reflects the nature of the different capabilities of pupils in this particular year group, with over 30 per cent of the pupils having special educational needs. By the end of Year 6 standards in mathematics are average. This is because of the consistently good teaching in Years 3 to 6. Pupils achieve well overall since they generally enter the school with below average standards and are on course to leave with average standards. Achievement by the end of Year 6 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics in other subjects could be better.
7. In science, standards in school have risen and are continuing to improve. Despite their below average attainment on entry, pupils achieve well because the teaching and learning in science are good throughout the school and standards reached are average by the end of Year 2 and Year 6. The pupils enter the school with well below average attainment in their knowledge and understanding of the world. This year over a third of the pupils achieved the higher Level 5 in science; this is a higher result than that expected nationally. There is a rising trend of improvement as pupils consolidate their skills well.
8. Although pupils achieve standards in art and design, design and technology, music, geography, history, information and communication technology (ICT) that are broadly in line with

expectations for their age, they could achieve more through more focused use of assessment information and better support for less able pupils.

9. Where the pupils with the most severe special educational needs are given additional support through the work of the very effective teaching assistants, they achieve well and make significant progress. However, the total hours to support these 15 pupils are only 50 hours, i.e. just over three hours each per week. There are no teaching assistants to support any other pupils. There are 50 pupils with further specified needs and 54 pupils on the 'concern list'. As these pupils move through the school their number reduces, but the cause for concern increases as there is so little teaching assistant support. If these two figures are combined then there are around 120 pupils with special educational needs, 33 per cent of the school population. As there are no funds to meet the needs of most of these pupils the school sees little value in creating individual education plans for them, but includes them on group education plans thereby diluting the needs of these pupils further. Teachers accept they have to meet the needs of these pupils within everyday planning, but this lacks the extra sharpness which an individual education plan brings. The extra adult support from teaching assistants is missing to help implement teachers' plans.
10. Most pupils with English as an additional language achieve well and in line with their classmates. The available provision is suitably organised and high profile is given to supporting pupils with English as an additional language in coping with the language demands in learning.

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

Attendance is in line with the national average for primary schools and is satisfactory. Punctuality is satisfactory for almost all pupils. Pupils from the nursery to Year 3 have good attitudes to learning and this improves to very good in Years 4, 5 and 6. Behaviour in class and around the school is consistently good across all age groups. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall and leads to very good standards of personal development.

### **Main strengths and weaknesses**

- Significant strengths in the social and moral elements of personal development ensure that pupils can work well together in an environment that contributes positively to their learning.
- Good attitudes and behaviour in class and in the playgrounds are well promoted by the school's high expectations, and are effective contributions to learning.
- Very good promotion of racial awareness across the school ensures that pupils are not exposed to harassment or bullying.

### **Commentary**

11. The school's aims include a commitment to provide high standards of personal development and growth for its pupils and the school does much to achieve this. Pupils are shown respect and that they are all valued. This has enabled the school to build on the strengths identified at the time of the last inspection. Pupils have the opportunity to discuss the class rules and learn why they are needed and how they will be applied. Parents are informed of the requirements by a home/school agreement that they are requested to sign before returning it to the school. The behaviour policy is reviewed before the start of each term to evaluate how successful it has been and where any improvements can be made. All pupils are clearly aware of what is acceptable and unacceptable conduct and try hard to meet the standards expected. Three fixed term exclusions this year relate to one pupil only, with particular behavioural problems.
12. Pupils from the nursery upwards to Year 6 work and play well together. Paired and group working in lessons and other activities provided outside the classroom, such as a wide range of team sports and school clubs, help pupils to form very good social relationships with others.

The school provides lesson time in classes to enable pupils to discuss and resolve any disagreements or any other concerns they may have. This contributes significantly to their good relationships in class and to the level of consideration they show for others as they move around the school between lessons and when they play outdoors. When in class, pupils show an interest in the work provided, concentrate well, and try hard to please. The good attitudes and behaviour mean that little or no time is lost through teachers having to restore order and this contributes well to learning.

13. The school population comes from a wide variety of ethnic groups. The school has provided pupils with carefully organised instruction on the need for racial awareness and tolerance. This has been very well received and has resulted in the spirit of harmony that can be seen from the time pupils arrive until the time they disperse at the end of the school day. There is no evidence of racial intolerance, bullying or other form of harassment. Volunteer pupils from Years 5 and 6 act as 'Buddies' in the playground and make themselves freely available to help any pupil feeling the need for friendship, advice or support. The attitudes of pupils with English as an additional language are consistently positive in all lessons. They behave well, listen with interest and are enthusiastic about all learning.
14. The school also promotes knowledge and appreciation of other cultures and faiths very well in lessons, by arranging for parents and visitors to attend, and by pupils' off-site visits. Displays of religious artefacts around the school and of pupils' work show the effectiveness of the provision. British culture is also well illustrated by topic work and off-site visits to places of interest and relevance to the work done in school. This ensures that pupils of all different ethnic groups can achieve a balanced understanding of traditions and beliefs of others.
15. Spirituality is promoted through lessons in religious education music, drama and a wide range of art. Good use of is made of the school's own planted areas in order to show the wonders of nature through the insect life and effects of season changes on the plants. Whilst social and moral elements are strong in the themed assemblies, opportunities for more spiritual content could usefully be included.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.3
National data	5.4	National data	0.4

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

### ***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	178	2	0
White – any other White background	6		
Mixed – White and Black Caribbean	16		
Mixed – White and Black African	3		
Mixed – White and Asian	1		
Mixed – any other mixed background	3		
Asian or Asian British – Indian	28		
Asian or Asian British – Pakistani	63		
Asian or Asian British – Bangladeshi	12		
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	8		
Black or Black British – any other Black background	7		
Any other ethnic group	6		
No ethnic group recorded	1		

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is **good**. Teaching and learning are **good** overall. Provision for pupils with special educational needs is **satisfactory**. Provision for pupils for whom English is not the first language is good. There is **good** provision overall for pupils' support, care and guidance.

### **Teaching and learning**

The quality of teaching is **good**. The quality of teaching in the Foundation Stage and in Years 3 to 6 is **good**. The use of assessment is **good** in the core subjects of English, mathematics and science, but it is less well used in other subjects.

### **Main strengths and weaknesses**

The school has maintained the good standards in teaching and learning identified at the time of the last inspection.

- Lesson planning is detailed and thorough, giving most lessons purpose and drive.
- Teachers motivate pupils effectively and engage them well, securing their commitment to learning.
- In English, mathematics and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The provision for pupils with special educational needs is sound and where pupils receive sufficient support this promotes good achievement.
- Most teachers manage pupils well, promoting good relationships and behaviour

## Commentary

### Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	7 (15%)	24 (50%)	14 (29%)	2 (4%)	0	0

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

16. The quality of teaching in the Foundation Stage reflects good subject knowledge and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their knowledge of individual children to ensure that learning is relevant to the children's developing needs. Expectations in terms of learning and social skills vary, but the attention to detail results in good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able pupils also progress very well and gain satisfaction from learning.
17. The sound teaching in Years 1 and 2 is planned and prepared well and based on good subject knowledge and understanding. However, in a few lessons, the less able pupils are given too little support and they often create difficulties or disturbance. When this occurs, the average and more able pupils have too little chance to speak and discussions are less productive than they should be.
18. Teaching in Years 3 to 6 is good overall and includes some very good and excellent teaching in a few lessons in Years 5 and 6. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward well. Teachers manage pupils well, insisting on and securing high standards of behaviour. Teachers plan lessons carefully, ensuring that lessons challenge pupils well and take account of the full range of needs. An example of this was an excellent religious education lesson in Year 5 on Buddhism. A well-illustrated diagram of Buddha's eight-fold path sparked off a very good discussion, and as a result pupils talked knowledgeably about how it can be used in real situations as a Buddhist cure for wrongdoing. The teacher's very good subject knowledge and excellent questioning challenged and enthused pupils. This resulted in active interaction as they discussed very interesting links with problems of life, their own and others', and how the aspects of the eight-fold path might successfully solve them. The lesson provided excellent consolidation of the previous work and was developed in very well managed stages that included whole-class, pair and independent work on identifying, sharing, recording and giving advice about various life-related issues using the eight-fold path.
19. The teaching of pupils with special educational needs is very varied. Where there are classroom assistants they work very effectively, valuably enhancing the quality of teaching and learning. However, there are too few of these good teaching assistants for the number of pupils who require support. As a result the teaching of pupils with special educational needs is satisfactory, rather than good. Teachers plan well; they are fully aware of special educational needs issues and work is made different appropriately. Resources are differentiated too. However, since some pupils do not have individual educational plans because there are no teaching assistants to help with the necessary support, then teaching is only satisfactory. The local education authority's policy is not to provide statements identifying the support for pupils with more severe special educational needs. Instead the authority funds the schools through the 'mainstream support grant'. In Robert Shaw, this does not ensure that the range of needs can be fully met – mainly because the school has too few trained learning support assistants to implement the plans they make. Despite the school's good efforts, the learning of many of these pupils is not supported well enough and so they do not all achieve as well as they could.

20. The quality of teaching of the pupils with English as an additional language is satisfactory overall. Although the class teachers are not always aware of pupils' different stages of learning, and do not specifically plan with these pupils in mind, they provide good general support and pupils' responses are suitably supported. The teacher supported through the ethnic minority achievement grant funding has some resources such as story props and picture cards, and these are often used in the classrooms. Pupils' home languages within the whole school are generally well supported.

## The curriculum

The school provides a **satisfactory** curriculum, which is particularly enriched by the **good** provision of extra-curricular opportunities in the arts and sports.

## Main strengths and weaknesses

- The school provides a stimulating and attractive learning environment, the provision of resources has improved and there is a wider range of materials to support pupils' learning.
- The curriculum provided for children in the Foundation Stage is good.
- The involvement of many pupils in extra-curricular activities is good.
- The provision for pupils' personal, social and health education is good.
- Arrangements to identify and support pupils with special educational needs are good. However, due to lack of funding the support many receive does not enable them to make their best progress through access to an appropriate curriculum.

## Commentary

21. All the subjects of the National Curriculum are taught and all statutory requirements are met. The National Strategies for Numeracy and Literacy are well established. Religious education is taught in accordance with the requirements of the syllabus used in the local authority's schools. Pupils' personal development is very well promoted by staff through the personal, social and health curriculum, through visits and visitors and also through lessons in citizenship that increase their self-confidence and guide them in dealing with a range of life issues such as sex education and the danger of drugs. The curriculum for children in the nursery and reception classes is very good and they take part in exciting and worthwhile learning experiences. As a result they make good progress. Although the curriculum is planned so that all pupils have equal access, this is affected in some subjects by the unsatisfactory use of some assessment information, and so the activities provided are not well enough matched to pupils' differing abilities.
22. The good range of extra-curricular clubs and activities enriches the curriculum well and these opportunities enhance pupils' experiences and learning. Activities are particularly strong in music, the arts and sports. The school engages in and hosts a wide variety of sports events within the local schools. The use of visiting speakers and performing groups enhances the curriculum and broadens pupils' experiences
23. Arrangements for pupils with special educational needs are satisfactory. All pupils have access to the curriculum. No pupils are disapplied. They come to after-school activities. However, a number lack the sharply defined individual educational plans that would increase their learning well. Also in some cases, they lack in-class support, to meet their specific curriculum requirements. For pupils with English as an additional language opportunities are provided for pupils to participate in all curriculum-related tasks. The planned activities, the quality of support and teacher interventions ensure equality of access to the curriculum. The language demands of the curriculum are analysed and appropriate support is also given in subjects other than English. Individual needs including special needs are adequately met. A clear distinction is made between pupils with English as an additional language and those with special educational needs.



24. The number of teachers is appropriate and they are well matched to the curriculum. The quality of teamwork is a contributory factor to the good teaching and learning. Resources are good and teachers are able to use the full range to enhance learning experiences throughout the curriculum. Teachers make cross-curricular links in their planning and teaching so that curriculum skills taught in a range of subjects are enhanced. The accommodation is good. The school has a computer suite in which teachers enable pupils to make good use of ICT in literacy, art and design and design and technology. The curriculum promotes pupils' personal, social and health education well. The homework policy has been revised recently. Pupils are able to take part in a number of research tasks, which enable good home/school links to be fostered. This is an improvement on the situation found at the time of the last inspection when the use of homework was unsatisfactory.

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

The school's arrangements for care, welfare, health and safety are satisfactory and ensure pupils are able to work in a safe environment. The school has good systems to safeguard pupils' use of the Internet. Support, advice and guidance provided for pupils and based on teachers' monitoring are also generally good and stem from the very good relationships that exist. The school provides good opportunities for pupils to become involved in the work of the school.

### **Main strengths and weaknesses**

- The very good relationships that exist in school give pupils the confidence to approach staff for advice and guidance.
- The school council is used well to obtain pupils' views and has been successful in bringing about improvements to school routines and resources.
- Children in the nursery and reception classes are well cared for and this enables them to make good early progress.

### **Commentary**

25. Staff know their pupils very well and show concern and respect for each one. Pupils respond well and have the confidence to approach staff if they are worried or concerned. Teachers monitor pupils' progress in lessons, together with their personal development qualities, as they go through the school and this enables them to plan work that will meet pupils' individual needs. Pupils with identified special educational needs have individual educational plans prepared but the school cannot always provide the level of support in lessons that would enable all these pupils to achieve as well as they could. Extra support for reading is provided by a dedicated staff member and is successful in building up confidence and progress for pupils having difficulties in this area of learning.
26. Pupils are encouraged to take on extra tasks such as helping to prepare for assemblies or becoming playground 'Buddies' and staircase monitors. This gives them a sense of responsibility and develops a concern for others. A good example of this added responsibility being used to benefit all pupils can be seen in the work of the school council. Volunteer pupils from Years 2 to 6 are elected by their fellow pupils in order to gather information on the concerns or suggestions classmates may have. The 12 councillors then meet in their own time with the senior staff representative to discuss the issues raised and identify appropriate solutions. This is done very well. Council members are then required to relate the information back to their classmates. The council's recent initiatives include discussion on improving school and class rules, deciding how pupils can help with the summer fair, improvements to the healthy eating menus, and the provision of better equipment and facilities around the playground.
27. The respect and care for children are emphasised in the nursery. Working with parents, the staff ensure that each new entrant is made to feel welcome and at ease with classmates. The

activities provided are designed to encourage both independent and group working to enable the children to quickly establish confidence and trust in the staff and build good relationships with the other children. The school is effective in this approach and children settle in well and begin to make good early progress. To ensure transfer into the reception classes is also as worry-free as possible, nursery and reception pupils regularly join for outdoor play and games sessions. This gives the nursery pupils a good opportunity to become familiar with the reception staff.

28. There are clear and useful procedures for monitoring attainment and progress of all pupils with special educational needs or English as an additional language. The progress of the identified pupils is carefully tracked and recorded. The guidelines in place for assessments of language needs are effective. Class teachers' continuous assessment in English and mathematics is also used well. The assessment information is sufficiently linked to the levels of attainment in the National Curriculum. However, assessment is less well established in other subjects and so work is not always matched well enough to pupils' abilities. Targets for raising pupils' achievement are carefully identified on the basis of their prior attainment. The teacher supported through Ethnic Minority Achievement Grant funding works in close liaison with the class teachers for this purpose. Pastoral care is a high priority within the school and the success can be observed in the confident way these pupils become happy and well-integrated members of the school community.

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

The school's good links with parents are developing well through the input of the Amber Project Worker and many parents are supportive as a result. The school uses its good links within the community effectively to enhance pupils' learning. The quality of the school's links with other schools and colleges is good and these links are used well to provide support for both staff and pupils. This is a further improvement on the good position noted at the time of the last inspection.

### **Main strengths and weaknesses**

- The school is responsive to parents' concerns and actively seeks their views and opinions.
- Good links with parents are fostered by the Amber Project Worker and are used to enable more parents to gain the ability to support their children's learning.
- The school's links with other schools and colleges provide good opportunities for staff development and additional help in the classroom.
- The school has established good supporting links in the local community that contribute positively to learning.

### **Commentary**

29. The headteacher and other staff are present in the playground each morning and afternoon to meet parents and discuss any problems or concerns they may wish to raise. To obtain parents' views on a wider range of topics, the school issues an annual written questionnaire and publishes the response analysis for parents' information. The most recent topic related to pupils' behaviour. In response, the school arranged a full review of the policy, focused training for staff and mid-day supervisors and sought pupils' own views through the school council.
30. To widen links with parents, the school introduced the Amber Project. A full-time worker of ethnic origin is based in the school and has a prime objective to go into the community, meet parents and encourage them to become more involved in school and in their children's learning. The worker has issued her own questionnaire to obtain parents' views and also works well within the parent/teacher association to promote the school in the community. A successful initiative was the organising of a fashion show entitled 'East Meets West'. This proved popular with many parents, particularly from the Asian community. The worker also arranges adult education courses in English, mathematics and computing to enable parents to develop their own skills and the ability to support their children.

31. Every Wednesday morning the school provides a session known as 'The Bookworms'. Parents can come into school early and read with their children. Worksheets for pupils to take home and complete with parents' help are available. The school has also obtained the part-time services of a former teacher, now trained as a support counsellor for pupils and parents. Pupils are able to use this service on a 'drop in' basis and parents are contacted and offered support and advice if they wish it. More parents are becoming involved with the school and some 20 now regularly attend to provide help with resources and in the classroom.
32. Through membership of the family of schools, the headteachers are able to discuss joint issues and share best practice initiatives. The secondary school link is especially good for providing a wide range of coaching for sports through an award scheme. After-school clubs in the most popular sports have been formed as a result. The good transition procedures for pupils leaving the school are also enhanced as a result of this arrangement. Links with two local colleges are used effectively to secure support for the adult learning courses and additional classroom help through regular placements offered to students. School staff, including teaching assistants, are able to take up subsidised courses in computing skills. The link with the local university provides extra tuition for some pupils showing exceptional ability in mathematics.
33. The school premises are used by two groups or clubs, and the outdoor area is used for summer play schemes. To help broaden and illustrate the curriculum, the school makes good use of the community by arranging visits to local places of religious, historical and geographical interest and by inviting members of the community into school. Visiting theatre groups attend to promote drama and a visitor provided racial awareness sessions. Personnel from the fire service and the Salvation Army visit to speak about personal safety and community work. Volunteer groups from local business have carried out maintenance to the school grounds and other businesses have provided sponsorship for school equipment.

## LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The governance of the school is **satisfactory**.

### Main strengths and weaknesses

- The headteacher and senior management team promote a sense of teamwork and establish common aims in seeking improvement.
- Analysis of performance data and target setting is good; it is used successfully to target support and resources and as a basis for performance management.
- The management of finance and the use of resources are good.
- The governors are dedicated to the well-being of the school and the pupils who attend it.
- Although highly supportive of the school, governors are not directly concerned in setting the priorities for the school's development.

### Commentary

34. Over the past six years the headteacher has worked hard to improve the school's buildings and the resources available to support the quality of education available for pupils. He works well to raise the expectations of staff and pupils and has promoted a team approach to leadership and management. To this end he is well supported by the deputy headteacher and other members of the senior management team. Together they carefully consider the results achieved by pupils in English, mathematics and science tests, analyse where weaknesses exist and decide on strategies to improve standards. A good example is the recent drive to raise standards in writing that has been very successful. The school has made effective use of expertise from the local education authority and from a range of in-service training opportunities such as 'The Primary Leadership Programme'.

35. Curriculum co-ordinators complete annual reviews of progress in their subject areas. They submit a management plan and the headteacher and deputy headteacher establish an overall school improvement plan, which is then considered by the whole staff in order to establish priorities for the forthcoming year. The teaching staff as a whole decide on the expenditure for different curriculum areas. The special educational needs co-ordinator is knowledgeable with a keen interest in dyslexia. She knows the strengths and weaknesses of special educational needs provision in the school, and has a clear vision of how it can be further improved. The Foundation Stage is well led and managed. The teacher in charge is working well with her colleagues to improve the planning and development of the curriculum for the children. She has plans in place to improve the provision for outdoor play. The Ethnic Minority Achievement Grant teacher/co-ordinator has overview of the provision. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' background and their linguistic competencies in English as well as their other languages. This information is recorded on profiles, which identify, apart from pertinent background information, levels of competency in speaking and listening. Detailed analysis by ethnicity are produced and used in identifying and targeting individuals. The Ethnic Minority Achievement Grant teacher is yet to apply a rigorous approach to monitoring and evaluating the impact of provision.
36. The headteacher has created a caring ethos within the school, which influences both staff and pupils to good effect. The school's aims in this respect – 'To build a safe, happy, trustworthy community where every member is valued and treated with respect' – are well carried out. The school has a strong commitment to inclusion and concern for the needs of individuals. To this end it has pursued and gained Investors in People status. The ongoing professional development of the whole staff adds to the common understanding and sense of purpose of the staff team.
37. The governors give the school their wholehearted support, and are concerned to ensure that decisions they take promote further improvement. There are strong relationships between the governing body and the headteacher who keeps the governors well informed as to the school's performance and future needs. Although governors have a good understanding of their individual roles and responsibilities, they are not directly concerned in setting the priorities for the school's development.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	848144	Balance from previous year	29855
Total expenditure	831492	Balance carried forward to the next	36070
Expenditure per pupil	2382		

38. The school has a good financial plan. It provides a guide to the financial stability of the school and how finances may be allocated to educational priorities. The headteacher is skilled in obtaining funds from a variety of sources to supplement the school's allocation from the local education authority. However, planning for the future in a prudent and developmental manner is difficult as the school has had high staffing costs and has a 1950's style building that requires constant and expensive upkeep. The day-to-day financial management and administration are good and enable the headteacher and the governors to carry out their monitoring functions effectively. The school's bursar applies the principles of best value rigorously and very well in all areas of the school's work.

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

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

Provision for children in the Foundation Stage is **good**.

39. The consistently good teaching is having a positive impact on children's learning. The curriculum is carefully based on the recommended areas of learning and children are provided with a wide range of challenging and interesting activities. The curriculum in the reception classes closely links with the work that children will encounter in Year 1 and a good balance of child-initiated and teacher-directed activities is apparent in most classes. Improvement since the last inspection has been good. Individual needs are identified early and the children with special educational needs receive good care and support. Children with English as an additional language are effectively supported and make good progress.
40. Children are well prepared for their start in Year 1, with frequent visits beforehand, and using positive links with parents. This good provision enables parents to help their children and has a positive impact upon standards. The children come to school with a limited range of pre-school experience. Most children's attainment on entry to the reception classes is below the expected levels for this age group, particularly in the areas of language and communication. By the time they reach Year 1, all children have made good progress and achieved well. Children's progress is carefully monitored on a regular basis. The teachers have a good understanding of how young children learn and all staff work together as an effective team. Good leadership and management by the co-ordinator ensure that all staff have a clear sense of direction and are well informed.

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

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

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

- Children attain almost all of the relevant goals expected of them by the end of the reception year.
- Children achieve very well because of consistently good teaching.
- Trusting and warm relationships between all adults and children result in a very pleasant learning environment.
- Children are given good opportunities to use their initiative and develop their independence.

#### **Commentary**

41. In both the nursery and reception classes, children settle down quickly because of a supportive climate for learning, in which each child is well known to the staff and treated to feel very special. Children respond positively to this provision and become attentive and eager to learn. They know routines well and settle to tasks with a minimum of fuss. The adults set clear boundaries and good examples. Children of all different backgrounds work and play in harmony and show developing confidence in trying new activities. They learn to respect each other, share resources and take turns when working and playing together. The well-organised activities, such as 'Jungle play', 'home-corner' or making 'dingle dangle' puppets, effectively engage children in purposeful and enjoyable learning.
42. Teaching and learning are good. The learning support staff and the nursery nurses are deployed particularly well in helping to establish high standards of behaviour and social skills. For example, an incident of disagreement during play in the home-corner was dealt with promptly and amicably. Children's play and responses are supported and extended sensitively through direct questioning. Children are given every opportunity to develop their initiative and

manage tasks independently. Encouragement of these skills was frequent where children concentrated on selected activities for a good length of time, and tidied up when they finished. All adults make regular checks of the level of children's involvement in activities. Constant encouragement of every step of learning ensures that all children are working to capacity and standards by the end of the reception year meet those expected for this age group.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Achievement is good considering the limited language skills of some children.
- Teaching is good overall and teachers and assistants are skilful listeners and actively encourage children to 'talk'.
- The school/home reading system is well established.
- Children's listening skills are weak, particularly in whole-class sessions.

### **Commentary**

43. On admission to the part-time nursery class, most children have skills that are lower than are usually found. Children achieve well in relation to their prior attainment because of careful assessments and good teaching of basic skills. The large proportion of children at an early stage in language development means that only a minority of children reach the early learning goals expected for their age by the end of the reception year. Children are encouraged to listen attentively and speak confidently at all times, but only a few are able to follow and respond with careful listening and appropriate understanding. In a number of lessons the poor listening and constant calling out affected children's learning, for example, the understanding of the order of events in the story of 'Dear Zoo' or the identification of 'light' and 'heavy' in another lesson. Children's responses are limited when asked to explain the favourite parts or predict the end of a story.
44. Teaching is good. Children are very well supported by the bilingual staff in both nursery and reception classes. Instructions for activities are very practical. Demonstration and use of visual information enable all children, including those new to English, to understand what they have to do. Some good strategies, such as 'puppet show', sharing favourite stories or talking about pictures in small groups, support children well in their early literacy development. The well-planned curriculum provides interest and stimulation, and the staff show that they value children's efforts at communicating. Children talk about their experiences interestingly and develop new vocabulary in all aspects of their work, for example, when engaged in the free-flow activities, such as the 'home corner' or acting out the story of 'Handa's Surprise'. Most children show improving control in developing early writing skills. They draw and paint with increasing control and a few higher attaining children are beginning to produce a meaningful short sentence. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention. All the adults use talk to good effect and are good active listeners. The book areas in both nursery and reception classes are well stocked and inviting. Children handle books carefully and take books home to share with adults. Some children are beginning to associate sounds with words and letters. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. The literacy lessons modified to suit the very young effectively promote the development of early reading, writing and spelling skills. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work helps build on what has already been achieved.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children are eager learners.
- Children make good progress and achieve well in relation to their prior attainment.
- Teaching and learning are good.
- Staff make good use of resources to support learning of number, shapes, space and measure.
- Children are provided with a good range of practical opportunities.

### **Commentary**

45. The quality of teaching is good. Most children achieve well and make good progress to reach the goals expected of them by the end of the reception year. Good links are made between the development of language skills and mathematics. Teachers provide good and sufficiently challenging opportunities for children to develop mathematically in a range of practical situations, for example measuring three bears' chairs with cubes, or using 1p and 2p coins to work out the cost of items. Small group activities for weighing heavy and light using marbles, or focusing on counting from 1 to 10 forwards and backwards through chanting or singing number rhymes such as 'Ten in the bed', result in effective learning. Children also gain some knowledge of capacity and weight from everyday practical experiences with sand and water.
46. Most children in the nursery are adept at jig-saw puzzles; however, they do not know the basic shapes or count accurately yet. Reception children are challenged further in arranging numbers in correct order and chanting to numbers beyond 20. Most children recognise colours and describe shapes and size. However, some children do not yet write numerals correctly or record repeat patterns with understanding. In a lesson, some older reception children were secure in identifying the 'heavier' or the 'lightest'; the more able children in this group, could explain their reasoning when prompted by the adult. Teachers plan well and use a good range of teaching methods. They make learning interesting, linking skills they wish the children to learn to fun topics and themes, for example measuring their own beanstalk, and in some lessons, the story 'Dear Zoo' was very well linked to mathematical learning.

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

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

### **Main strengths and weaknesses**

- Children are keen and eager to find out about the world around them.
- There is a good range of well-planned opportunities to learn about the wider world.
- Children achieve well as a result of consistently good teaching and attain the standards expected for their age by the end of the reception year.
- The teaching assistants provide good quality, valuable support in lessons.
- Adults encourage all children to ask questions, about how and why things happen.

### **Commentary**

47. Teaching is good and focuses well on exploring and investigating. Nursery children enjoy learning and remain totally absorbed in the range of activities inside and outside. The activities, such as hatching chickens in the classroom, and watching caterpillars turn into chrysalises and then change into butterflies, are very well developed with an imaginative use of resources and appropriate questioning. The support staff make effective interventions in activities and extend children's responses. This was noted in the recorded evidence of 'hatching chickens'. Children

described the new-born chickens and watched them eat, sleep, drink and play, and as one child explained, "They grew big and noisy, so we sent them back to the farm". Other stimulating activities for developing children's knowledge of growth and their use of senses for learning include the imaginative use of their favourite story, 'Dear Zoo'. Younger children in the nursery develop the knowledge of 'jungle environment' through story, songs and role-play outdoors.

48. Resources of a good range and quality are used very well. Children thoroughly enjoy the experiences of working with sand, water and malleable materials such as play-dough. They use paint and mix different colours, and a few readily name basic colours correctly. However, they have not sufficiently developed skills in asking questions to find out how things work, or comparing to identify similarities and differences. Most children demonstrate developing computer skills and increasing control in the use of the mouse, to move items on the screen.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Most children are on course to meet the early learning goals expected of them by the end of the reception year.
- Resources are good and effectively used to enhance learning.
- The outdoor area, for both nursery and reception classes, is limited.

### **Commentary**

49. There is good teaching to promote children's physical development. Children share equipment with others and learn how to use space efficiently. The nursery children use vehicles with increasing control and manoeuvre them with confidence, but they are very limited by the lack of space outside. Most children achieve the expected standards for their age. They move with confidence around classrooms and show appropriate control when outside. Staff always provide calm and sensitive support and show very good understanding of how young children learn. They have a sensitive awareness of children's safety. The range of large and small outdoor resources, such as bikes and bricks, is used well to promote children's physical skills.
50. Children also have regular lessons in the main school hall. The use of available equipment, for example benches, planks and the agility table, promotes co-ordination and control in climbing, jumping and balancing. A lesson in the hall was used effectively for developing control of movement and learning to follow instructions carefully. The very encouraging approach by the teacher gave all children confidence in the use of space and good opportunity to improve their ball skills of throwing and catching. Most children hold pencils correctly and paint carefully with brushes. They are developing confidence in the use of different tools such as scissors and joining materials such as glue and masking tape. Children listen attentively to instructions and work co-operatively. Most children demonstrate reasonable hand and eye co-ordination when making models using constructional toys, for example, making a castle with bricks.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Most children are on course to attain the early learning goals identified for their age by the end of the reception year.
- Children are provided with suitable resources and make expected gains in learning. They have very positive attitudes to learning and feel confident in expressing themselves.





## Commentary

51. By the time children start in Year 1, most have achieved the expected standards in this area of learning. In the reception classes, children are given suitable opportunities to explore colour, texture, shape and form, through working with a range of materials to create a collage or paint patterns. The range of well-planned activities, for example the use of different shapes and colours to make repeat patterns on scarves; children working together to create clay models; marble paintings and mixing colours to produce right skin tones, are good examples of opportunities for children's creative art and design skills. In a lesson observed, nursery children successfully made animal masks and paper puppets of favourite animals using various tools and materials.
52. Teaching is good overall. There is a range of interesting and stimulating settings for learning including celebrations through dressing up for Diwali and making 'rangoli' patterns. Children particularly enjoy their role-play in the well set up imaginative areas. The outdoor area is often used well to turn the available equipment into a space rocket, a boat or a car. Staff actively monitor children's involvement, and engage in their role-play to encourage participation. Children enjoy singing and making music. The use of number rhymes, games and songs enhances their learning in most areas. Reception children sing enthusiastically and work with total involvement exploring the use of percussion. Children have a good repertoire of songs they sing from memory. Most children show obvious enjoyment, take pride in their work and when encouraged, talk interestingly about what they are doing.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good.
- Literacy skills are taught well across the curriculum.
- Targets are set and are reviewed regularly.
- Cross-curricular links are very good.
- Assessment is thorough and is used well to respond to individual needs.

## Commentary

53. Standards in reading and writing are below those expected of pupils in Year 2, but pupils' achievements are good in relation to their well below average attainment on entry, and to the language and other barriers to learning that so many must overcome before they can read, write and speak at levels expected nationally. Standards in English are now in line with those expected of pupils in Year 6. Most pupils make good progress against their prior attainment and achieve well. Where they are given adequate support, pupils with special educational needs achieve well against the targets in their individual education plans. However, this support is rarely sufficient to enable many of these pupils to achieve as well as they could. Inspection findings show that this year pupils in Year 6 will meet the challenging targets set for them and will be in line with the national average by the end of their time in Year 6.
54. Thanks to the attention of the co-ordinator, the use of targets is consistent and there is a very clearly written policy about how they should be used. As a result, all pupils, including those with English as an additional language, make good progress because they receive help from teachers and support staff that allows them to improve steadily as they move through the school. Within the lessons seen the quality of teaching and support observed for pupils with English as an additional language, a large group in the school, was good. Mainstream staff take

responsibility for supporting these pupils within classrooms during English lessons, guided by the co-ordinator for teachers of pupils where English is not their mother tongue. Teachers mark pupils' writing conscientiously and set useful targets for the next stage.

55. Another significant reason for the continued rise in achievement over time is that the quality of teaching and learning in Years 3 to 6 is good. The strengths of teaching are the promotion of equality of opportunity, teachers' insistence on high standards of behaviour, the very good partnership with teaching assistants, the constant encouragement of pupils, and teachers' ability to engage and sustain pupils' interest. The strengths of learning are pupils' application to their work, their productivity and their capacity to work independently and collaboratively.
56. Standards in speaking and listening are below those expected at the end of Year 2 and at expected levels at the end of Year 6. Older pupils in Years 4, 5 and 6 listen carefully to each other and to adults and contribute well to discussions. There are planned opportunities to develop speaking and listening skills in every area of the curriculum. Pupils in a very good Year 5 class debate spoke very well to persuade each other of their arguments for or against the local tram network. This also showed the good cross-curricular links, for example with geography, that teachers are careful to plan
57. Pupils' attainment in reading is regularly tracked and analysed to improve standards. Carefully focused reading and spelling sessions show teachers' consistent approach. This has been instrumental in improving standards, which are in line with the standards expected of pupils in Year 6. The way that parents are encouraged to help their children's reading through the use of reading diaries is very good. The "use of reading" events and reading fairs have also been well attended and effective. The school's recent focus on writing has had a positive effect on raising achievement. Standards are below those expected of pupils in Year 2 and in line with those expected of pupils in Year 6. There are planned opportunities for writing in most subjects. The clear progression in pupils' learning, over time, shows that the school's continuing emphasis is having a positive influence on standards.
58. The subject leader provides very good leadership. She analyses school test results in detail and suggests changes of emphasis in teaching, in the light of what the tests reveal. Assessment is good and the results of assessment are used well to respond to pupils' individual needs. The curriculum is enriched by visits and visitors. The quality of provision, based on effectiveness, has improved significantly since the last inspection. Leadership and management, the curriculum, the use of assessment, progress and teaching all show good improvement since the last inspection.

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

59. Teachers give good emphasis to the teaching of vocabulary needed to enable pupils to talk about different subjects in appropriate terms. Although in Years 1 and 2 teachers are beginning to give greater emphasis to the development of key literacy skills in other areas of the curriculum, there is not enough focus on this aspect of learning. This is because teachers do not consistently consider what opportunities there might be to improve writing skills when planning other subjects. In Years 3 to 6, literacy aims are often included in the planning of writing in religious education, history and geography. Pupils develop their literacy skills as they complete their design sheets and written evaluations in design and technology and in discussing their finished products. The use of homework is also particularly effective. There are also some good opportunities for pupils to use their literacy skills in ICT.

## MATHEMATICS

The provision for mathematics is **good**.

### Main strengths and weaknesses

- The National Numeracy Strategy is planned well and followed closely.
- Assessments are thorough; each pupil is tracked carefully.
- There is very good leadership and management of the subject.
- Teaching is good in Years 3 to 6.
- Many pupils with special educational needs require more adult support to make better progress.

### Commentary

60. Standards in mathematics for pupils in Year 2 are below the national average, but average in Year 6. Standards are improving throughout the school, more rapidly in Years 3 to 6 where achievement is good because of consistently good teaching and well-behaved pupils, who are independent learners. Achievements are satisfactory in Years 1 and 2 because teaching is satisfactory. The overall quality of teaching could be improved in these classes. Pupils are immature, and extra adult help for these pupils is very limited. In the present Year 1 and Year 2 classes over 35 per cent of the pupils are assessed as having special educational needs. There is insufficient adult support to enable this group of pupils to make good progress in their learning.
61. Pupils in Year 1 and Year 2 make satisfactory progress in learning number facts to 10, in identifying properties of some regular shapes such as triangles and rectangles, and in using some simple standard measures such as centimetres. In a well-organised lesson, lively Year 2 pupils counted in twos and tens successfully, but were uncertain of number facts to 20. They needed considerable help from the teacher throughout. Year 6 pupils are much more independent, confident mathematicians, able to work individually, or as a group, on a variety of tasks. They are able to apply their number knowledge to solve everyday problems. For example, both Year 6 classes used tables of results, or train timetables, to solve two and three-step questions regarding time and distance, explaining their methods of working readily.
62. Teaching is good in Years 3 to 6 and satisfactory overall in Years 1 and 2, although there is good teaching in Year 2 in a few lessons. Planning is good throughout the school, based very securely on the National Numeracy Strategy. Resources are readily to hand and used effectively, both in whole-class teaching and when pupils are working in groups. All teachers are very calm and courteous in their approach. They are good role models for pupils. They use encouragement and praise very well to reward pupils when they ask and answer questions. Classrooms are attractive; there are good quality displays of mathematical language, resources and ideas to help pupils learn. Homework is set regularly to build on class work.
63. Assessments are thorough. The recently introduced 'Inform 123' program is beginning to provide the data to raise standards and to monitor progress. For example the analysis of the most recent Year 6 results in the 2004 national tests shows good achievement for all pupils during the year from September 2003. The figures produced for the school show only 12 per cent of pupils have special educational needs. However, inspection evidence shows that in Years 1, 2 and 3 over 30 per cent of pupils are on the special needs register. More must be done to re-examine the school's special educational needs figures and requirements, to establish exactly where these pupils are and what extra help is needed to improve their achievements. The school has recognised the need to raise the standards of pupils it calls 'middle ability' in mathematics. However, it is in the lowest one third of the ability range where most improvements are needed.

64. The co-ordinator is leading and managing the subject effectively. She is knowledgeable, enthusiastic and very well organised. She is determined to drive up standards further.

### **Mathematics across the curriculum**

65. Pupils have satisfactory opportunities to use mathematics across the curriculum in science, design and technology, ICT and geography. For example, in a Year 5 geography lesson pupils designed a new tram terminal to scale. However, opportunities are not systematically planned, even though one of the areas for development in mathematics is 'problem solving linked to language'.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Standards in science are improving and pupils achieve well.
- The subject is very well led and managed.
- The teaching and learning in science are good.
- The assessment of progress and the clear marking scheme are contributing to the rising standards of work.
- Some opportunities for pupils to design their own experiments are missed and there is insufficient emphasis on gaining and understanding scientific language.

### **Commentary**

66. Standards in school have risen and are continuing to improve. Pupils achieve well because the teaching and learning in science are good throughout the school and standards are now average by the end of Year 6. The pupils enter the school with below average attainment in their knowledge and understanding of the world. After a decline over several years, standards are now similar to those found at the time of the last inspection.
67. The subject co-ordinator has made a significant impact on the way in which science is taught and assessed in the school. The way in which she carries out the monitoring and evaluation of the planning and teaching of the curriculum is exemplary. Outcomes from end of topic tests and standardised assessments are rigorously analysed and where there are weaknesses these are carefully addressed. The science curriculum is well organised and taught systematically throughout the school. The teachers have clear guidelines for what they are to teach and this ensures that the pupils cover all the areas of the National Curriculum well. The subject co-ordinator has introduced a clear marking scheme that enables both pupils and teachers to see what the pupils have understood and what they need to learn next. On a few occasions in Years 1 and 2 teachers do not make full use of this information and work is not started at the correct level for all the pupils. Further emphasis on developing the pupils' understanding of scientific vocabulary and extending the use homework to support learning in science is planned.
68. The teaching is thorough and this means that the pupils achieve well and acquire a basic knowledge and understanding of science. A particular strength of the teaching is the way practical activities are used effectively to stimulate learning and involve the pupils in lessons. This promotes working with enthusiasm and perseverance. The pupils are attentive to what the teachers have to say and listen well to each other's points of view. The teachers have very high expectations of good behaviour and the pupils respond very well, especially as they mature. The work is often planned for either small groups or pairs, helping to develop the pupils' sense of co-operation and collaboration. This also enables pupils of all abilities, including those with English as an additional language, to achieve well.

69. Pupils enjoy their science lessons and older ones in Years 3 to 6 talk with confidence, for example about how they can make their tests fair. There are many opportunities for the pupils to carry out practical activities to support the learning and the pupils usually record their findings carefully and neatly. A good example was seen when Year 4 and 5 pupils considered how to test whether the length of a pendulum affects the number of swings it makes. However, generally opportunities for pupils to devise their own experiments or to suggest ways in which predictions could be tested are more limited. Good use is made of the measuring skills acquired in mathematics lessons and pupils record their results in the form of graphs, charts and written accounts. There is a satisfactory use of ICT skills in science. The school seeks to raise the profile of science through a variety of activities. For example it holds an annual science week and since 1998 has developed the school grounds with several environmental areas, a pond, tree trail, and the 'Four Seasons Gardens'. The school has joined the Eco schools project and recently has received the first part of the 'Healthy Schools Award' following work on improving diet and eating habits.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in ICT skills are in line those expected nationally at the end of Years 2 and 6.
- The quality of teaching and learning is good.
- The subject is well led and managed by the co-ordinator.
- The subject is well integrated into learning across several areas of the curriculum.
- Although provision has improved since the last inspection the computer suite is inadequate for up-to-date teaching of the curriculum.

### **Commentary**

70. The skills and knowledge displayed by pupils throughout the school and the sample of work seen show that standards are in line those expected by the age of seven and eleven. Provision for learning ICT skills, and the standards achieved have improved since the last inspection. The ICT work has developed as the school has expanded the computer suite with broadband connections and ensured that all classrooms have individual computers for pupil and staff use. The co-ordinator, who is the deputy headteacher, is a leading ICT teacher. He gives his colleagues very good support by helping to plan and produce lessons and by organising resources and staff training sessions. He also runs a school computer club, has established a school website, and deals effectively with technical problems.
71. The pupils achieve well in lessons, and there are examples of work showing that the pupils' ICT skills are developing at a good rate as they move from class to class. Throughout the school the pupils demonstrate their confidence and facility in using ICT skills by keeping a diary showing the work they have done. The pupils learn to use word-processing and data-handling skills and competently e-mail one another and import pictures into their messages to illustrate them. They can quickly assemble a branching database to separate various sports by framing the questions carefully. Especially impressive is the way in which all the pupils in Years 3 to 6 are establishing their own home page, giving details of their interests and enhancing them with pictures and attractive borders, colours and fonts. The school is aware that there remain some gaps in the coverage of a full curriculum such as the use of control and videoing techniques. The full development of these areas is limited by lack of finance and space.
72. The teaching is good overall. The lessons are carefully planned, well managed and result in all pupils, including those with English as an additional language, achieving well. This is a credit to the teachers because the computer suite has serious limitations. The school has tried hard to

make the best use of available space and has created, with the help of the carpentry skills of the site manager, an area out of part of the dining room. However, it is cramped, noisy and hot. Teachers have to overcome these problems to teach lessons with pace and challenge, which they do, and as a result the pupils demonstrate confidence and competency because the work is well matched to their needs.

## Information and communication technology across the curriculum

73. A strength of the provision is the way in which ICT skills are often used to support teaching and learning in other curriculum areas. When Years 4 and 5 are studying the use of language in marketing as part of a literacy topic they compare features of a written leaflet on the American Adventure Park with its lively and interactive website. Using Internet sites to find information and answer questions often enlivens history and geography topics and Year 6 pupils put together *PowerPoint* presentations showing what they have discovered in a history topic on the Beatles. Year 5 pupils visit the e-learning centre, use digital cameras to take self-portraits and use an editing program to alter the photographs to achieve striking images as part of their work in art and design. Throughout the school pupils develop their skills in word-processing and use these to write accounts, stories and poems, choosing the format that is the most appropriate and reviewing and editing their work.

## HUMANITIES

### Geography

The provision for geography is **satisfactory**.

#### Main strengths and weaknesses

- Planning is well organised and of good quality.
- Resources are good; the local area is used well.
- Pupils work hard; they use their literacy skills effectively.
- Displays are attractive and colourful.
- More use could be made of assessments.
- The quality of teaching is variable.

#### Commentary

74. The standards of Year 2 and Year 6 pupils are average in geography. Pupils follow a suitably planned series of topics to build their knowledge and understanding of geography as they move through the school. Their achievements are satisfactory as a result.
75. The medium-term plans have improved since the last report and are based carefully on national guidance. Opportunities to use literacy skills are included effectively, and there are some good links to art and design. Mathematics work is included, but it is not planned systematically. ICT is used and this is helping to develop research skills. Progress since the last report is satisfactory; there is now more consistency, particularly in Years 3 to 6.
76. The quality of teaching is variable. It is satisfactory for Years 1 and 2 and good in Years 3 to 6. All teachers plan well, setting out what is to be learned in detail. Pupils' work is displayed very attractively in classrooms and corridors so that it adds to the ethos of the school. Teachers make good use of the local resources; pupils in Years 1 and 2 use the school grounds and immediate area. Year 5 pupils travel on the city tram system and produce good booklets containing surveys and letters to the 'Customer Service Analyst' of the NET train service. This is good use of pupils' literacy skills. Relationships are always good in Years 3 to 6 so pupils work hard, concentrate and behave well. In some classes in Years 1 and 2 there are large numbers of pupils with special educational needs and lessons are just satisfactory because

some pupils lack concentration and are immature in their behaviour. There is limited teaching assistant support to help these pupils and consequently too much lesson time is spent dealing with their interruptions rather than teaching the subject.

77. More could be done to link planning and the assessment of pupils' geographical skills. It is being done on a few occasions in a limited way. For example, in the good work on 'Mountains' in Year 6, 'Postcards from the Rockies' are assessed and pupils' attainments noted. This practice could be developed in more depth across the school to raise standards further. The leadership and management of geography are satisfactory. The teaching of geography is uneven and so more could be done to spread the best practice, seen in a few lessons for older pupils, across the school.

## History

78. No lessons were seen in history but it is evident from pupils' work and displays that there is a sound curriculum that enables pupils to make satisfactory progress and reach national expectations in the subject by Year 6. Although this is a similar picture to the last report, there have been improvements. Planning has been re-organised to make sure pupils do not repeat work in the mixed-age classes. Resources have been audited and added to, so are now good. In Year 2 there is an over-dependence on worksheets, but in Year 6 pupils use their literacy skills to good effect to write in their own words, sometimes using secondary sources well. There are some assessments in Year 6 to find out what history skills pupils possess, but this is not systematic throughout the school. More could be done to raise standards by developing a whole-school approach to assessment, linked to the good planning.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are below the expectations of the locally agreed syllabus.
- The respect for different faiths and beliefs underpins teaching and learning activities.
- Pupils have positive attitudes to learning about different religions.
- The volume of recorded work is insubstantial, and suggests insufficient use is made of pupils' writing skills in the subject.

## Commentary

79. Standards since the last inspection have not been maintained. Pupils' achievements in the subject are satisfactory overall, based on their limited knowledge base, and a low level starting point, particularly in communication, language and literacy.
80. Regular weekly lessons are suitably planned to meet the requirements of the syllabus for religious education. Pupils are required to study the customs and beliefs of major religions of the world. They do not study the required aspects in appropriate detail, and as a result the standards are lower than expected. However, they are able to understand and appreciate certain values, such as caring and helping. They acquire some knowledge of their own religion, and the idea of God, as worshipped in different ways by other faith communities. Their knowledge is largely confined to basic facts about festivals such as Eid, Christmas and Easter. They have not heard many stories from the Bible and have limited understanding the meaning of some religious symbols. There are limited opportunities to reinforce and consolidate pupils' thoughts and understanding through pictorial and written work in lessons. Pupils are not sufficiently encouraged to apply the skills learnt in literacy sessions to writing own accounts of what they have learned, or research independently on topics studied.



81. Pupils, including those with special educational needs, and many with English as an additional language, make satisfactory progress. Pupils in Year 2 achieved particularly well in a lesson based on their visit to the local church. They were able to use photographs of different features and talk about their importance. The lesson successfully supported pupils' geographical skills in plotting features on the floor plan of the church.
82. Teaching is satisfactory overall and was excellent in one lesson in Year 5 where the effective preparation and stimulating activities enabled pupils to explore aspects of Buddhist belief. Religious education lessons teach pupils to show respect for the beliefs and values of others. Class discussions are drawn on so as to help pupils make simple comparisons between other practices and their own religious ceremonies and traditions. A Year 4/5 lesson was effectively based on the study of Islamic patterns. Pupils were well supported in their understanding of various features such as the 'never ending', the 'equality' and the 'comforting' qualities of the patterns. The lesson highlighted how Muslims use art in their worship and effectively enhanced pupils' learning about the ways of Islam. The lesson linked well with art and design, but not enough with pupils' experiences of their own and others' religions.
83. The subject contributes effectively to pupils' spiritual, moral, social and cultural development. Most pupils show a positive willingness to learn about religions other than their own and share personal experiences. The pupils listen intently to discussions and begin to develop their own ideas about appropriate personal responses to right and wrong.
84. The co-ordinator is knowledgeable and aware of strengths and weaknesses in the subject. There are no agreed arrangements for assessing pupils' performance at the end of a topic. Currently, the monitoring of standards, and the focus to improve methods of teaching and learning, is not carried out often and regularly enough. There are learning resources of a satisfactory range for different religions to support learning. Visits to the local church for various services, for example the 'Christingle Service', and visitors, such as the 'Baptist lady' invited to school, enhance provision.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

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

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

- Standards have improved since the last inspection and pupils achieve very well.
- Teaching is very good.

#### **Commentary**

85. Standards in art and design are in line with those expected of pupils in Year 2 and in Year 6. All pupils make sound progress and achieve satisfactorily. Teaching is good in Years 3 to 6 and leads to good learning. The strengths here are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, the insistence on high standards of behaviour, and their ability to engage and retain pupils' interest. These are major factors in pupils' sound acquisition of knowledge, skills and understanding.
86. Pupils' work over time demonstrates sound progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils in Years 3 to 6 demonstrate sensitivity as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are examples of good quality work, such as

the 'Pop' art in Years 5 and 6. Pastels are used to develop clear, observational drawings. There are opportunities for three-dimensional work.

87. The quality and range of learning opportunities are satisfactory. The scheme of work provides limited guidance to teachers as there is no link between the acquisition of skills and the planned curriculum. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. Leadership and management of the subject are sound. Although the subject leader has a clear sense of educational direction and detailed plans to build on the school's current provision, there is still a need to develop the use of assessment and enable skills to be taught more systematically.

## Design and technology

88. Only one lesson was observed in **design and technology**, therefore no overall judgement can be made about provision. The scheme of work ensures that pupils learn new skills and provides opportunities for them to use the skills in their design projects. Standards are in line with expectations for their age and there are examples of good quality products on display around the school. These show that designing skills are taught systematically so that pupils increasingly become more precise and detailed in their designs and think more carefully about how to make their models and other artefacts. Teachers ensure pupils have the opportunity to evaluate what works well and what needs to be improved next time. By Year 6 pupils produce detailed and well-written reports including diagrams with measurements and labels added. Pupils clearly take pride in their work, as their pop-up books, slippers, monster heads and other projects are carefully made and attractively presented.

## Music

The provision for music is **satisfactory**.

### Main strengths and weaknesses

- Standards in music are satisfactory, but the opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is also good.

### Commentary

89. Pupils achieve well, attain standards expected for their age by the end of Year 2 and Year 6 and enjoy the music-making activities provided for them. This represents improvement since the last inspection. The tuition provided by the visiting instrumental teachers, in violin and keyboards, adds a great deal to the satisfactory provision throughout the school. The school singing opportunities further enhance the provision for pupils in Years 3 to 6. This enables the more able pupils to achieve well.

90. Throughout the school pupils have good musical opportunities and they achieve well. The concerts that are arranged give pupils extensive opportunities for performing. The way Year 5 pupils responded to the effective teaching of the co-ordinator and were able to keep a three-part song, in three different times, was impressive. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well. Pupils in a very good Year 4/5 lesson were deeply absorbed when listening carefully to music from different countries. They showed a good understanding of music changes and how they can be used. These two lessons clearly demonstrate the overall good quality of the teaching of music.

91. The subject is well managed and monitored by the co-ordinator, who is a very able music teacher herself and sets a good example to the others. She monitors the progress and achievement of pupils through discussions with her colleagues.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Standards in and provision for physical education are improving at a fast rate because of the school's participation in the School Sports Co-ordinator Scheme.
- Teaching is good overall.
- Sporting links with other schools and extra-curricular opportunities are developing well.
- The subject is well led and managed.



## Commentary

92. Standards throughout the school are in line with national expectations, which is a similar picture to that found at the time of the last inspection. The school plans for a full range of activities, gymnastics, games, athletics and dance, at different times of the year. The standards are improving fast because of the rising profile of physical education and sports participation. The school, under the highly enthusiastic and competent leadership of the subject manager, is playing a positive role in the family of local schools' participation in the School Sports Co-ordinator Scheme. A very good feature of the subject is the links forged with other local schools and organisations enabling the pupils to participate in a greater range of sports and games. As part of the sports training and development project the school is working towards 'Activemark' status. It has recently achieved the first stage as a 'Healthy School' and the next phase will concentrate on the physical fitness section. The school is aiming to continue the development of a good range and number of sports opportunities together with further sporting links with parents and the community. The school's bid for lottery funding to help in this aim was successful and they have received £5000 for the school to further develop sports facilities.
93. Overall the teaching of physical education is good although one unsatisfactory lesson in Year 5 was seen during the inspection. The teachers' enthusiasm and improving subject knowledge are inspiring pupils and helping them to develop their techniques, for example in throwing, catching and fielding in Kwik Cricket games. The teachers engage the pupils well in the activities and consequently the pupils gain confidence to try their very best and to fully participate in the lessons. The teachers use a good range of methods such as small group games, demonstrations, and evaluation of the pupils' work and of how it can be improved. Where the teaching was less successful poor planning led to a slow pace in the lesson and low expectations of what the pupils could achieve.
94. Many pupils are keen participants in sport and they and their teachers are rightly proud of their recent successes against other schools in football and swimming. Swimming lessons of one term are provided annually for each year group. The pupils work towards skills and distance badges and almost all of the pupils reach the expected standard of 25 metres and many exceed it by the time they leave the school. Those with physical disabilities and other special educational needs are supported well and are able to take a full part in the school's programme. In addition to the lessons provided there are very good opportunities for the pupils to try out and pursue different sports and games. The co-ordinator is aware of the need to continue the clubs for longer time spans. This would mean that the particular talents and enthusiasms of pupils are fostered and pupils are enabled to participate and compete at different levels.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, citizenship and health education is **good**.

### Main strengths and weaknesses

- There is a good policy that is consistently well applied throughout the school.

## Commentary

95. The positive care within classes and by teaching staff contributes well to the security and welfare of all pupils and plays a strong part in their positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable throughout the day. There is a good system of how a pupil's request or wish can be taken through the school council, to the head and on to the governing body for consideration.

96. The class discussions, known as Circle Time, in a Year 3 and a Year 4/5 class seen during the inspection were typical of the care and thought being applied to this aspect of pupils' learning. The themes were appropriate to the pupils – 'Looking back and Looking forward' and a play script concerned with bullying. The way that staff generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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