

INSPECTION REPORT

ST GEORGE'S PRIMARY SCHOOL

Hull

LEA area: Kingston Upon Hull

Unique reference number: 117815

Headteacher: Mr M Fisher

Lead inspector: Mr M Newell

Dates of inspection: 7th - 10th June 2004

Inspection number: 257659

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 245

School address: St George's Road
Hull

Postcode: HU3 6ED

Telephone number: 01482 351013

Fax number: 01482 575172

Appropriate authority: The governing body

Name of chair of Ms L Ellis
governors:

Date of previous May 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated just outside of the city centre of Hull. The school gained a School Achievement Award and "Healthy School" award in 2003 and was awarded the basic Skills Quality Mark in 2004. There are 245 pupils on roll at the school and this includes 38 children who attend the nursery on either a part-time or full-time basis. There are slightly more girls attending the school than boys. There is an average level of pupil mobility overall, although there are certain year groups where mobility levels are higher than average. Although many pupils attending the school are of white ethnic heritage there are a number of pupils from differing ethnic minorities, and the percentage whose first language is not English is higher than in most schools nationally. A significant percentage of these pupils are at an early stage of acquiring English. The percentage of pupils eligible for free school meals is just over 45 per cent and this is well above the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average. The percentage of pupils with a Statement of Special Educational Need is below the national average. The nature of special educational need covers moderate learning difficulties, emotional and behavioural difficulties, speech problems, physical impairment and autism. The attainment of children when they start school is very low overall and a number of children start school with poor communication skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language English Religious education History Physical education
13462	Mrs R Mothersdale	Lay inspector	
10228	Mrs S Russam	Team inspector	Special educational needs Foundation Stage curriculum Mathematics Art and design Music
13110	Mrs P King	Team inspector	Science Information and communication technology Design and technology Geography Personal, social, health education and citizenship

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Pupils achieve well in Years 1-6, and in the Foundation Stage children achieve very well. The quality of teaching and learning are significant strengths of the school. This is an inclusive school that is well led and managed and, under the strong leadership of the headteacher, it is a school that is never complacent but always looking to improve further. The school provides good value for money.

The school's main strengths and weaknesses

- The achievement of pupils is good overall and very good for children in the Foundation Stage.
- Teaching in the Foundation Stage is very good and good overall for pupils in Years 1-6, with teaching assistants across the school making a powerful contribution to pupils' learning.
- The strong leadership and management of the headteacher play a significant role in the school's success.
- There is room for further improvement in pupils' writing and speaking skills.
- The vibrant learning experiences on offer in the Foundation Stage are exciting and fun.
- The behaviour and attitudes of many pupils contribute much to the school's very positive ethos.
- Good provision is made for pupils' personal development, and relationships across the school are strong.
- The use of test and assessment data for informing target-setting is not yet sharp enough.
- This is a caring school where the individuality of pupils is celebrated and where the views of pupils are listened to and acted on in a very effective manner.
- Links with parents and the community are good and add to the pupils' quality of learning.
- The quality of marking of pupils' work is not consistently good enough across the school.
- Not enough use is made of computers to support and enhance pupils' learning across different subjects of the curriculum.

The school has made good improvement since the last inspection. The identified key issues were tackled well and many of the school's strengths have either been maintained or built upon. Taking in the wider picture of improvement, standards, achievement and the quality of teaching and learning have all improved.

STANDARDS ACHIEVED

Year 6 Results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	C	C	C	A
Mathematics	B	A*	B	A*
Science	D	C	C	A

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

Overall, all pupils in Years 1-6 achieve **well** with children in the Foundation Stage achieving very well. The above table shows that on the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was above the national average in mathematics and in line with the national average in English and science. When compared with similar schools on the basis of prior attainment, the picture is very positive, as attainment is very high, in the top 5 per cent, in mathematics, and well above average in English and science. The range of inspection evidence shows that standards are above average in mathematics and average in English and science, although there is scope for improvement in writing and speaking skills. Standards in all other inspected subjects are at an average level with good levels of achievement in some aspects of some subjects. Inspection evidence shows that standards in English at the end of Year 2 are below average, but this still represents good achievement given pupils' attainment when they start at the school. Standards in mathematics and science are at an average level and achievement is at least good. Standards in all other inspected subjects are at an average level with evidence of some good achievement.

Attainment levels when children start at the school are very low and the communication skills of many children are poor. Children get off to a very good start to their educational lives throughout the Foundation Stage, make big strides in their learning and achieve very well. Despite this flying start, attainment levels are well below average in communication, language and literacy and mathematical development and below average in children's personal, social and emotional development and their knowledge and understanding of the world by the end of the reception year. Most children are on track to attain the early learning goals in physical development and creative development by the end of the reception year and so attainment is at an average level in these areas of learning.

The provision made for pupils' spiritual, moral, social and cultural development is **good** overall with particular strengths in pupils' social development. Provision for pupils' spiritual development is satisfactory. Pupils' attitudes are good overall but some of the older pupils in school show a more indifferent attitude to learning. Behaviour for the most part is good across the school. Many pupils enjoy school and the attendance rates are similar to schools nationally. Punctuality is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are **good** overall and are very good in the Foundation Stage. The quality of teaching, including the role played by teaching assistants, is one of the most significant factors in how well pupils achieve. Assessment is satisfactory but there is room for improvement in target-setting procedures and how well pupils' work is marked. The curriculum is satisfactory overall with curriculum provision very good in the Foundation Stage. The use of computers to enhance pupils' learning in different subjects is not yet consistent enough. The provision made for the care and welfare of pupils is good. The manner in which pupils' views are listened to and taken on board to help move the school forward is very good. The good links that the school has established with parents and the community add much to the inclusive nature of the school and the sense of community that impacts well on the work and life of the school.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **good**. The headteacher leads and manages the school well and has set a very clear vision for moving the school forward. He has been very successful in building a team of individuals who share his commitment to inclusion and to ensuring that all pupils achieve as well as they can. Leadership of some subjects and key aspects of school life and the leadership of key staff are good overall. Governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the quality of education that the school provides for their children and many commented on the very positive racial harmony that is prevalent within the school. A small number of parents felt that bullying was an issue. Extensive discussions with pupils did not suggest that it was a major issue and pupils felt that should it occur it is always dealt with quickly and fairly. Pupils enjoy school and all that it has to offer. Pupils feel that their views are listened to, respected and acted upon. They are confident that if they have any worries or concerns they will be dealt with sensitively by a member of the teaching or non-teaching staff.

IMPROVEMENTS NEEDED

The most important things that the school should do to improve standards and the quality of education are:

- Improve standards in writing and speaking.
- Make better use of test and assessment data for informing target-setting for individual pupils and provide opportunities for pupils to play a more proactive role in setting and reviewing their own targets.
- Improve the quality of marking of pupils' work so that it consistently provides guidance as to what pupils need to do to improve.
- Ensure that better and more consistent use is made of computers to support and enhance pupils' learning across different subjects of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above average** in mathematics and **average** in English and science by the time that pupils leave school. Children achieve **very well** in the Foundation Stage and achievement is **good** for pupils in Years 1-6.

Main strengths and weaknesses

- Children get off to a flying start to their educational lives in the Foundation Stage.
- All pupils, whatever their ability, ethnicity or background, achieve well in Years 1-6.
- The standards attained in mathematics are above average by the time that pupils leave school.
- Speaking and writing standards are in need of further improvement.

Commentary

FOUNDATION STAGE

1. Attainment levels when children start school are very low and a significant number of children have poor communication, speech and social skills. The very good teaching, however, enables all children to achieve very well and to make big advances in their learning. Despite this, children's communication, language and literacy skills and their mathematical development are well below average by the end of the reception year. Children's personal, social and emotional development and their knowledge and understanding of the world are below average at the end of the reception year. Most children attain the nationally recommended early learning goals in their physical and creative development and attainment is therefore at an average level.

KEY STAGE 1

2. On the basis of the 2003 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was above the national average in mathematics, in line with national expectations in science, below average in reading and well below the national average in writing. When compared to similar schools on the basis of free school meals, attainment was very high, in the top 5 per cent, in mathematics, well above average in reading and average in writing. The school's trend of improvement is above the national trend. Inspection findings show attainment to be at an average level in mathematics and science and below average in all elements of English. However, given the low starting point of pupils when they start in Year 1, this represents good achievement for all pupils. Standards in all other subjects are at an average level by the end of Year 2, and achievement is never less than satisfactory and in some aspects of subjects it is good. Across all subjects, there is no significant evidence of differences in achievement of boys and girls.

Standards in national tests at the end of Year 2 - average points score in 2003.

Standards in:	School results	National results
Reading	15.1 (12.9)	15.7 (15.8)
Writing	13.0 (12.4)	14.6 (14.4)

Mathematics	17.3 (14.6)	16.3 (16.5)
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There were 32 pupils in the year group. Figures in brackets are for the previous year.

KEY STAGE 2

- On the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was above the national average in mathematics and in line with the national average in English and science. When compared to similar schools on the basis of prior attainment, the school's performance is particularly strong as attainment in mathematics is very high, in the top 5 per cent, and well above average in English and science. The school's trend of improvement is above the national trend. Inspection findings show that standards in mathematics are above average. Standards in science are at an average level and, although standards are average in English, standards in writing and speaking are slightly below average. Throughout Years 3-6, all pupils achieve well in the core subjects. Standards in all other inspected subjects are at an average level and, although achievement overall is satisfactory, there is evidence of good achievement in aspects of some subjects. There is no significant evidence of differences in the achievement of boys and girls in any subjects.

Standards in national tests at the end of Year 6 - average points score in 2003.

Standards in:	School results	National results
English	27.3 (27.2)	26.8 (27.0)
Mathematics	28.0 (30.6)	26.8 (26.7)
Science	28.9 (28.3)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

- This is an inclusive school where the needs of all pupils are met in an effective manner. The progress and achievement of pupils with special educational needs are good, as they are for the higher-attaining pupils. On the school roll, there are a number of pupils from ethnic minorities and Travellers' children as well as children in public care. The good quality provision and support that is made for these pupils enables them to take a full and active part in all aspects of the curriculum, in all that the school has to offer and to achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils overall have **good** attitudes to school and display **good** behaviour. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils make a significant contribution to the racial harmony that exists within the school.
- The attitudes of children in the nursery and reception are particularly good, whilst some older pupils show a little indifference to what the school has to offer.
- Pupils respond well to very good opportunities for social development.

Commentary

5. Good relationships exist across the school and this adds much to the sense of community that surrounds the work of the school. Pupils generally behave well and there have been no exclusions during the last year. Pupils do not consider that there are any serious incidents of bullying taking place, although this is something that a few parents have concerns about. Discussions with many pupils revealed that, should bullying occur, incidents are dealt with quickly and fairly, and may involve pupils' families as well if the headteacher considers this beneficial. Pupils are very aware of the school's strategies for managing behaviour and respond to them well. The school welcomes the increasingly diverse mix of cultural and ethnic heritages amongst its pupils. Pupils play their part well by showing good levels of respect for the values and beliefs of others and, as a result, the school is fully inclusive and a place where there is a high degree of racial harmony.
6. Overall, pupils enjoy school and have a good attitude to learning and take part enthusiastically in all that the school offers. Children in the Foundation Stage show a real and genuine delight and enjoyment in all that they do. They are keen and eager to come to school and show a natural curiosity to explore and find things out. Whilst the attitudes of many pupils in Years 1-6 are good and many show a thirst for new knowledge and learning, some of the pupils in Years 5 and 6 do not readily see that they have a part to play in how well they achieve by taking a greater initiative and responsibility for their own learning.
7. Good provision is made for pupils' personal development and this is enhanced by the very good provision for pupils' social development, good provision for moral and cultural development and satisfactory provision for spiritual development. Residential visits, participation in differing initiatives such as Children's University projects and the wide range of opportunities to take responsibilities for tasks around the school all impact very positively on pupils' social development. A particular strength is pupils' participation in the school council. Across the school, moral development is nurtured well and pupils show a mature awareness of what is right and wrong and are aware of their responsibility to others. Good provision is made for pupils to not only celebrate their own culture but to learn about and appreciate differing faiths, beliefs and traditions. Spiritual development is fostered through assemblies and through the exploration of pupils' feelings about many issues. Specific opportunities to enhance pupils' spiritual development are not planned for.

Attendance

8. Overall, attendance is satisfactory and in line with the national average and has improved over the course of the last year. Good systems are in place for promoting good attendance and have proved effective in raising awareness amongst parents of the need for their children to attend school regularly and on time. Punctuality is generally good. There remain, however, a few families who take holidays in term time.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good** overall. Assessment is **satisfactory**. The curriculum is **satisfactory** overall, including opportunities for enrichment. Accommodation and resources are **satisfactory**. The care and guidance provided for pupils are **good**. The involvement of pupils in the decision-making processes of the school is very good. Links with parents and the community are **good**.

Teaching and learning

The quality of teaching and learning is **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- High quality teaching in the Foundation Stage helps to bring learning to life.
- Strong and effective teaching in Years 1-6 helps pupils to achieve well.
- Teaching assistants make a significant and pivotal contribution to pupils' learning.
- Teaching is often effective at meeting the diverse needs of pupils in school.
- The direct teaching of specific writing skills is helping to improve standards, but opportunities are missed to develop pupils' writing skills in other subjects of the curriculum.
- There are strengths in teaching in information and communication technology and some aspects of the foundation subjects.
- Best use is not always made of test and assessment data and the marking of work to help pupils improve further.

Commentary

9. Teaching and learning are good overall. Teaching in the Foundation Stage is very good. Teaching in Years 1-6 is good with some very good practice. Improvement in teaching and learning has been good since the time of the last inspection.
10. The quality of teaching in the Foundation stage is very good because it is vibrant, fun, captures the imagination of all children and ensures that they all get off to a very good educational start. Staff work together very well and see every opportunity as a learning opportunity. Staff work tirelessly to provide highly stimulating learning experiences that fill the children with excitement. The tasks take full account of the low attainment and poor communication skills of many children. The learning environment is often a riot of colour with visual learning aids that immediately capture the interest of the children. There is a very good balance struck between practical, hands-on tasks and the direct teaching of key skills. All these factors combined together are the key reasons as to why children achieve so well in the Foundation Stage.
11. Teaching in the core subjects of English, mathematics and science is good overall with some very good practice. Reading skills are taught well across the school from the early skills that enable pupils to tackle unfamiliar words through to more advanced skills that enable pupils to research and to skim and scan. The rigorous and direct teaching of writing skills is impacting positively on standards as pupils become increasingly confident at writing for a variety of different audiences and purposes. There are, however, too many missed opportunities where pupils' writing skills could be developed in subjects outside English. Teachers and support staff are aware of the need to improve pupils' speaking skills and in lessons there are some very focused and successful discussion times. However, there are occasions when questioning does not encourage pupils to explain or justify their ideas, or teachers let pupils answer in single words rather than sentences. In mathematics and science, teaching provides lots of

good quality opportunities for pupils to learn through practical activities. Teaching is at its best in these subjects when pupils are expected to put their mathematical or scientific skills to the test in demanding and challenging problem-solving and investigative tasks. Pupils respond by putting much thought and effort in because they can see the relevance to real life. Occasionally, work in science, for example, is over-directed when pupils would gain more from instigating their own scientific investigations.

12. The quality of teaching in information and communication technology is good and makes a major contribution to how well pupils achieve in the subject. Many teachers have good subject knowledge and they use it well to explain key skills to pupils and to deal with any technical problems quickly without wasting any teaching time. The weaker element is that teachers are not making enough use of computers to enhance pupils' learning in other areas of the curriculum. Teaching in design and technology is good because pupils are provided with many opportunities to work with a range of different materials. Pupils are taught skills such as joining and cutting techniques and are then expected to put them to good use in making products that are at times of a good and, on occasions, of a very good standard. Teaching is good in physical education when pupils are kept physically active throughout the lesson and are taught directly, for example, how to throw, hit or catch. This immediately leads to improvements in pupils' performance.
13. Children in the nursery and reception who have special educational needs are taught very well. Throughout Years 1 to 6, pupils with special educational needs are well taught, they consequently make good gains in their skills, knowledge and understanding in all subjects. The focus upon developing literacy skills is especially good and facilitates good rates of learning in an area of the curriculum these pupils find particularly challenging. The contribution to teaching made by teaching assistants is of a high standard across the school and makes a major contribution to the quality of pupils' learning. The teaching for the higher-attaining pupils is often of a good standard and ensures that these pupils make the progress of which they are capable. The school has a significant minority of pupils for whom English is an additional language and a small number of Travellers' children and children in public care. A strength of the school is the manner in which teaching and learning cater for and are sensitive to the needs of all pupils. Consequently, all pupils have full access to all aspects of the curriculum and enable all pupils to take a full and inclusive role in all that the school has to offer.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (35%)	15 (38%)	11 (27%)	0 (0%)	0 (0%)	0 (0%)

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

14. Assessment overall is satisfactory. Good procedures are in place in the Foundation Stage for assessing children's progress. The information is used well to guide planning. Children are assessed well on a day-to-day basis and again the information is used well to help plan activities for the next day. Good assessment procedures are in place in the core subjects and satisfactory procedures are in place in the foundation subjects. Test and assessment data are analysed well, but the use made of all available assessment data is not used effectively enough to inform target-setting for individual or small groups of pupils or to inform pupils as to what exactly they need to do to achieve

at a certain level. Pupils' work is marked on a regular basis and is satisfactory overall. However, there are too many occasions when marking does not make clear to pupils what they need to do to improve their work. In addition, too few opportunities are provided for pupils to take a more active role in setting and reviewing their own targets.

The curriculum

The curriculum is **satisfactory** overall and **very good** for children in the Foundation Stage. A **satisfactory** range of activities is on offer to enrich pupils' learning. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage provides a very good, stimulating and well-structured range of learning opportunities.
- Good provision is made for pupils' personal, social and health education.
- Numeracy skills are promoted well across the curriculum, but more needs to be done to enhance pupils' writing skills in other subjects.
- Good provision is made for pupils for whom English is not their first language.
- The use of information and communication technology to enhance learning in other subjects needs improving.
- The outside play area for children in the Foundation Stage is limited in size and not all subjects are adequately resourced.

Commentary

15. The curriculum meets statutory requirements and all subjects are taught in sufficient depth with more time allocated to teaching and learning in the core subjects. Improvement in the quality of curriculum provision has been satisfactory since the time of the last inspection. The National Literacy and Numeracy Strategies are embedded in school practice and have contributed to the improvement in standards. Pupils' numeracy skills are put to good use in other subjects of the curriculum, such as science, geography and design and technology. The school has accurately identified the need to ensure that writing skills are developed further by more consistently capitalising on writing opportunities that occur in different subjects. This is not the case at the present time. The school has also prioritised the need to improve the use of computers to enhance pupils' learning across the curriculum. The quality of curriculum provision in the Foundation Stage is very good. The learning activities on offer are exciting, stimulating and great fun. All staff ensure that there is lots of investigative, practical and hands-on learning taking place alongside the direct teaching of key basis skills.
16. The provision that is made for pupils with special educational needs is satisfactory overall and good for children in the Foundation Stage. Teaching assistants make a significant contribution to how well pupils learn, but there is a need to ensure that in Years 1-6 teachers make consistently good use of individual education plans to inform their planning in all subjects. The school has an increasing number of pupils from different ethnic minorities and whose first language is not English. There are also a small number of Travellers' children and children in public care attending the school. The curriculum provision that is made for all these pupils is good and enables them to have full access to all aspects of the curriculum and to take a full and inclusive role in all that the school offers.
17. The school makes good provision for pupils' personal, social, health education and citizenship. In subjects such as religious education, geography and history, pupils have good opportunities to discuss social and moral issues, and the science curriculum incorporates relevant aspects of health and sex education. Participation in the school council enables pupils to learn about decision-making and democracy. There is a good policy for sex and relationships education, and drugs awareness is addressed well for

pupils of all ages, beginning with awareness of safe use of medicines for younger children.

18. Pupils experience a satisfactory range of visits both locally and further afield, including two opportunities for residential experiences which contribute well to personal and social development. Professional sports coaches visit the school to encourage sports skills in pupils that they can use in their leisure time out of school. Participation in "Children's University" projects gives pupils a good range of enrichment opportunities from film-making to opera singing, which would be difficult to replicate in the day-to-day curriculum.
19. The match of staff to the curriculum is good overall. The school building is Victorian and the size of teaching spaces is varied so that some classrooms are small, presenting challenges for the management of pupils' practical work, especially where a room is also a corridor. Despite the limitations of the building, the learning environment is attractive, kept very clean and well maintained and the display of pupils' work is used well to celebrate achievement and provide a stimulating learning environment. Accommodation in the Foundation Stage is satisfactory overall, but the small size of the outdoor play area restricts children's physical development. Although resources are satisfactory overall across the different subjects of the curriculum and for learning in the Foundation Stage, there are some deficiencies in music.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils have **good** access to well-informed support, advice and guidance. **Very good** systems are in place to involve pupils and consult on their views.

Main strengths and weaknesses

- Very good account is taken of pupils' views through the school council and circle time.
- The school gives good support, advice and guidance to pupils.
- The school offers pupils a safe and healthy environment, although the school's policy regarding the wearing of jewellery is not consistently applied.
- Induction opportunities are good and have a significant impact on children feeling secure when they join school.

Commentary

20. The school is dedicated to considering the views of its pupils and they are pleased that the school is interested and listens to their suggestions. Pupils are all aware of the role of the school council in presenting their ideas and know that they can also use the suggestion box to be more discrete about their suggestions if this suits them better. There are good opportunities in class discussions in personal and social and health education lessons for staff to listen to pupils and note any personal concerns that they may have.
21. The school works hard to ensure a healthy and safe environment for pupils in school. Nearly all parents judge that the care and welfare of their children have the highest priority within the school. Child protection arrangements are good and well known to staff. There are a good number of first aiders in school, including lunchtime supervisors, and all staff are vigilant in ensuring the safety and security of the school building. Risk assessments are carried out well for all outside visits in line with Local Education Authority guidelines. The school's prospectus expressly asks parents not to permit their children to wear jewellery to school, but where pupils do, the school is not

always vigilant in making sure that they take jewellery items off, or make them safe, during physical education lessons.

22. All staff support and guide pupils well through informal and formal procedures of monitoring and advice, for example, the lunchtime supervisors have their own reward certificates for pupils. Staff genuinely care about their pupils and there is a secure network of relationships for pupils for when they need an adult to go to. Pupils receive good guidance through personal, social and health education on healthy eating, looking after themselves and helping to ensure they stay safe. The school is sensitive to parents' views on sex education and older pupils have specific science lessons on the topic. Induction arrangements for new pupils are good, especially as the school is taking pupils across the whole age range and from a variety of different cultural backgrounds.

Partnership with parents, other schools and the community

The school has **good** links with parents and the community. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- Parents are delighted with the school and have very positive views on almost everything it does for their children.
- The school provides good information to parents.
- The school makes good use of opportunities and skills that exist in the community.

Commentary

23. The school values the day-to-day contact it has with parents and this contributes much to the partnership between school and parents. Many parents feel very comfortable about approaching the staff and at the start of the day many parents are seen chatting to teaching, non-teaching and administrative staff. Few parents are helpers in the school, but the school is open to any support that they may wish to give. As a result, most parents are very positive about the school and pleased that their children like school.
24. The school provides parents with good quality, friendly and informative information. Regular newsletters go out from the school to let parents and extended families know what is happening in school. A large amount of information, for example on the curriculum and initiatives that pupils have been involved with like the Children's University, is on the school's website. The school has consulted with parents on homework and behaviour policies and invites them to use the parents' room for regular coffee mornings. There is a good parental attendance at consultation evenings and annual reviews for pupils with special educational needs. The majority of parents are very comfortable about speaking to the school if they have any concerns and they agree with their children that the school expects its pupils to work hard and try to do their best. Parents are pleased with the information they receive from the annual written report and consider they are well informed about their children's progress. Inspection findings fully support parents' perceptions.
25. The school is outward looking in its relationship with the community and good links impact positively on pupils' learning. There is a good number of visitors and members of the community who come into school for the benefit and enrichment of the pupils. For example, the community wardens, school nurse, fire service, community policeman and the lollipop man all regularly visit the school. The school meets the needs of others in the community by, for example, involving itself with a project to

develop the local park area, and hosts Sure Start activities for parents with young children. Links to other schools to support transition links for Year 6 pupils to secondary schools are satisfactory and supported by well-organised procedures that have been consolidated and refined over a number of years.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The leadership and management of the headteacher and staff with key responsibilities are **good**. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher has played a significant and pivotal role in the development of the school.
- Key aspects of school life and most core subject areas are led and managed well, although there is scope for further improvement in the use of assessment data to inform the target-setting process.
- There is a strong team spirit in the school and all staff are committed to providing a good quality of education.
- Financial planning takes good account of educational priorities.
- Staff new to the school are supported well.
- No formal procedures are in place to help governors to more effectively monitor the work of the school.

Commentary

26. The headteacher leads and manages the school well and has played a very important role in the development of the school. He has a very clear and accurate grasp of the school's strengths and areas for improvement. The headteacher is open, frank and honest and is never content to rest on the successes of the school. Instead, he always looks to move the school forward in his fervent desire to ensure that the school provides the best that it can for all pupils. The headteacher is supported well by the deputy headteacher who plays a key role in the strategic management of the school and who provides a good role model in terms of her quality of teaching. Throughout the school there is a very strong team spirit and a sense that all in the school are working towards the same goal – that of attaining and sustaining good standards and achievement.
27. Teaching and learning in the core subjects are monitored well by the senior management team and by subject leaders. The information gained from monitoring of lessons, scrutiny of work and of teachers' planning is used well to identify strengths or areas for development in provision which are then fed into good quality subject action plans and then into the very good school development plan. These procedures have proved very effective in improving standards and the quality of education provided and contribute much to how well pupils achieve. The leadership and management of the foundation subjects are satisfactory overall. There is not a great deal of direct observation of teaching and learning, but subject leaders carry out regular work scrutiny and a more detailed evaluation of teaching is set to take place when individual subjects are identified as priority areas on the school development plan. Good procedures are in place for analysing test and assessment data and the information is used well to identify areas for improvement on the school development plan. The school has accurately identified the need for more rigorous use to be made of assessment data to inform the whole target-setting process for individual pupils.

28. Leadership and management of the Foundation Stage are good. The co-ordinator monitors planning and provision very well and ensures that the curriculum is very well matched to the needs of young children and that there is a real sense of continuity from nursery to reception and a parity of teaching in the reception classes. At the time of the inspection, the substantive special educational needs co-ordinator was on secondment. The temporary post holder is a knowledgeable and experienced special educational needs practitioner who has fulfilled the delegated role well. Leadership and management of the support and provision for pupils whose first language is not English, for Travellers' children and for children in public care are all of a good standard and help to ensure that pupils achieve well and take a full part in the life of the school as a community.
29. Good procedures are in place for the induction of teaching and non-teaching staff. Good procedures are also in place to ensure that there is continuous staff development taking place. Teaching and non-teaching staff regularly attend training courses which are geared towards extending staff knowledge or expertise and in helping to address educational priorities identified in the school development plan.
30. Governance of the school is satisfactory. Governors are supportive of the work of the school and a number of governors visit the school at work during the course of the year. The governing body fulfils its statutory duties in an effective manner and relationships between staff and governors are strong. Governors have a satisfactory awareness of the school's strengths and weaknesses, but there are no formalised procedures in place for governors to monitor the work of the school or to formally hold the school to account for the quality of education it provides.
31. Financial planning and budget control are good. The school ensures that it applies the principles of best value well when purchasing goods and services. Good procedures are in place to assess the impact of major spending decisions on standards and the quality of education provided. Spending is very much linked to the educational priorities that are identified in the school development plan and this ensures that new initiatives are often successful and impact well on standards because they are resourced and evaluated well. The office manager and school clerk carry out their duties in a most pleasant and highly effective manner and the office manager plays a significant and successful role in aspects of financial management of the school. The office staff help to ensure that the day-to-day running of the school is smooth, unobtrusive and very efficient. Taking all factors into account the school is proving good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	465 782	Balance brought forward from the previous year	35 804
Total expenditure	482 945	Balance carried forward to the next	18 641
Expenditure per pupil	2 344		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

32. The school has nursery provision for 25 children who attend on a part-time basis and another 13 who attend full-time. Most, but not all, of the nursery children move on to full-time education in one of the two classes that cater for reception-aged children. One class contains only reception-aged children while the other contains reception-aged children and pupils in Year 1. The planning and teaching in this class caters well for the needs of the Foundation Stage children and there is a parity of teaching, learning and curriculum provision between the two classes.
33. When children start at school, attainment levels are very low and the communication, speech and social skills of most children are poor. The children benefit from very good teaching and learning throughout the Foundation Stage and, as a result, achieve very well and make good or very good progress across all areas of learning.
34. Foundation Stage provision has improved well since the time of the last inspection. Overall the resources are good. The match of teachers and support staff to the needs of the curriculum is good. The accommodation is satisfactory overall, but the outdoor play space is limited in size and this prevents children's physical development from being even stronger. There is no scope whatsoever for the school to improve the space available.
35. Induction procedures are good and this helps to ensure that children make a smooth transition into both nursery and full-time education. This good practice is maintained so that children are equally happy about moving into Year 1. Parents are kept well informed through newsletters and are comfortable to approach any member of staff should they have any worries or concerns. Leadership and management of the Foundation Stage are good. The co-ordinator plays a very effective role in monitoring planning and ensuring that all staff work together to provide a very good quality curriculum that meets the needs of young children. The co-ordinator is not a member of the senior management team despite the impact that the Foundation Stage has on children's learning.
36. Teaching and learning are very good and there is a very valuable emphasis placed on first-hand experience as a basis for good learning. All adults are very good role models, and all have high expectations of good behaviour, which sets the foundations for the early development of good social skills. There is good teamwork between all staff who all share a very good understanding of how young children learn. The teaching assistants and nursery nurses make a significant contribution to children's learning. Assessment procedures are thorough and used well to identify children that may have special educational needs, or are higher-attaining children. This information is used well to guide planning. Comprehensive assessments of what children can and cannot do as they take part in different activities of the day are also well recorded.

Personal, social and emotional development

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

Main strengths and weaknesses

- Activities are planned very well and promote children's emotional and social development alongside their intellectual development.
- Relationships are of a high standard.
- Expectations of independence are set from an early age.

Commentary

37. By the time children leave the Foundation Stage, attainment in this area of learning is below national expectations for children of this age. This represents very good achievement given their very low standards upon entry to the nursery. Teaching and learning are very good. Children in the nursery and reception classes show confidence and interest in their environment. They are eager for new experiences, show natural curiosity and are keen to explore their surroundings. Staff provide the children with very good opportunities to take initiative and develop their independence. In the nursery and reception classes, children enjoy choosing the stimulating and challenging activities made available to them. They are keen to share their achievements with adults. Most children in the Foundation Stage sustain satisfactory levels of interest in their work, although there is a significant minority of children who do not persevere and lack concentration. Teaching ensures that all children are given good opportunities to think for themselves and be self-reliant. In all classes, relationships and children's behaviour are very good. Detailed records are kept that clearly show children's progress over time. All staff do much to create a very positive learning environment, recognise children's successes and support children well when things do not go to plan.

Communication, language and literacy

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

Main strengths and weaknesses

- Role-play is used very well to develop children's communication skills.
- Learning opportunities are varied, well planned and geared to developing children's communication skills at every turn.

Commentary

38. Teaching and learning are very good and play a crucial role in how well all children achieve. Staff provide children in the nursery with a wide range of experiences, which cultivate and promote the development of early literacy skills. The children respond particularly enthusiastically when sharing books and listening to stories. When practising mark-making and letter formation they show concentration and determination. Staff place emphasis on the development of speaking and listening skills at every opportunity because many children have a very limited vocabulary and lack confidence to speak when they enter the nursery. To this end, very good role-play, outdoor play and independently-initiated activities are invaluable in ensuring that children achieve very well. There is a noticeable acceleration in children's learning in the reception class because of the very good quality teaching they received in the nursery. The continued high quality of teaching enables children to show growing confidence in talking about books, make good attempts to use their limited knowledge

of letter sounds and to recognise familiar words in a range of texts. Adults continue to plan and provide good opportunities to reinforce speaking and listening skills throughout all aspects of learning. Although good foundations have been laid, it is only a minority of children that are proficient readers and writers by the end of the reception year and standards are well below average.

Mathematical development

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

Main strengths and weaknesses

- Teaching provides many opportunities to learn through practical activities.
- Work is well matched to children's individual needs.

Commentary

39. The quality of teaching and learning in all classes is very good. This has a significant impact upon the rate of progress children make by the end of the Foundation Stage, even though attainment is well below the expected level. Most children enter the nursery with very low standards of knowledge and understanding in mathematics. By the time they leave the nursery, they recognise some numbers and count to five, but few children show the same confidence with numbers between six and ten. They know and use vocabulary such as short, long, tall and small, but mathematical vocabulary beyond this is limited. They show an interest in shape and space and apply their knowledge and understanding when talking about everyday objects. In reception, children have a satisfactory knowledge and understanding of numbers up to ten, but only a small number of children count confidently to twenty and beyond. Their mathematical vocabulary remains limited. Throughout the Foundation Stage, teaching is very effective in providing an array of practical, hands-on learning experiences which are fun and enjoyable alongside the direct teaching of key mathematical skills. Teaching is also effective in providing challenging work for the more able and ensuring that support is always on hand for those children who struggle a little with new mathematical concepts.
40. In all classes, good opportunities to participate in games and play activities are readily available. Access to sand, water and construction materials is good and enhances the quality of both teaching and learning.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Staff work hard at making the children aware of the world in which they live.
- Opportunities for children to learn independently are very good.
- Good use is made of computers to enhance children's learning.

Commentary

41. Children enter the nursery with a very limited range of basic knowledge. They are familiar with very few aspects of the world around them and have little experience beyond their immediate environment. Although they achieve very well, attainment is below the expected levels by the end of the reception year. Teaching and learning are

very good. An imaginative range of learning opportunities in the nursery develops children's natural curiosity, and adults support them well in investigating their surroundings. Teaching is very effective in allowing the children to find out things for themselves. This promotes children's ability to select and use resources and play equipment sensibly and safely. Children's information and communication technology skills develop well because the class computers are readily available and used in a planned and systematic way to reinforce their learning. In the reception classes, the quality and range of learning opportunities are also very good. Children are taught well about habitats, plants and how things grow. They have a basic knowledge and understanding about their locality and know that they need to travel on a train to get to the seaside. They demonstrate a basic knowledge and understanding of chronology, past and present, but this is insecure beyond the fundamentals of being able to place grandparent, parent and self in order. Their information and communication technology skills continue to develop well because access to the computer forms an integral part of teaching and learning throughout the day. Throughout the Foundation Stage, discussions about feelings and happenings in their lives and the lives of others foster an early awareness of the importance of care and respect for the beliefs, culture and traditions of others.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are provided with a good range of fun and challenging learning activities.
- Dance and physical education activities are well planned and taught.
- Limited outdoor accommodation prevents learning from being even stronger.

Commentary

42. Children enter the nursery with a lower level of skills development than that expected for this age. However, because they are well taught and given a good range of learning experiences, they make good progress, achieve well and attainment is at an expected level by the end of the reception year. Children quickly develop their ability to move with satisfactory control and co-ordination when they use large play equipment or wheeled toys. Although the school has an outside play area, it is very small in size and restricts children's ability to be more adventurous or physically active with large play equipment or wheeled toys. There is no scope for the school to expand the size of the play area. Dance movement and the beginnings of formal physical education lessons in the hall are well planned. Children develop a good knowledge and understanding of their own space and that around them, and are confident performing action rhymes. They handle a range of small tools and implements correctly and with increasing confidence, especially scissors, writing implements and painting apparatus in the mixed reception/Year 1 class. In reception, children move with confidence and imagination during music and dance lessons. They manipulate fastenings on coats and shoes, and put on their own hats and clothes after physical education lessons. Adults have high expectations of what children can achieve and make challenging demands so that they attain expected standards, especially in tasks related to throwing and catching skills.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities for independent role-play are provided.
- Children are encouraged to celebrate and share their efforts with others.
- The classrooms are exciting places in which to learn and activities encourage children's creativity and imagination.

Commentary

43. Children enter the nursery with a level of skills lower than expected for children of this age but during their time in the Foundation Stage they make good progress and achieve well. They have limited experience of drawing or making things, but have a better appreciation of listening and responding to music. Because of this, many are unimaginative in their artwork. In nursery and reception, staff provide rich and varied learning opportunities, which enable children to experiment imaginatively with new, exciting materials such as textured paints, modelling materials and decorative collage components. The classrooms are very attractive and a riot of colourful displays helps to provide a stimulating and imaginative learning environment. Throughout the day, staff provide good opportunities for children to perform action songs, sing number rhymes, perform and make music, as well as sitting quietly to listen to their own favourite songs. By the end of reception most children achieve nationally expected standards because of the rich assortment of learning experiences that staff give them, and the good quality of teaching they receive. Adults interact well with children and provide them with good role models in terms of developing their language skills and the ability to explain the significance of their paintings and drawings. In all classes, all adults are uninhibited and are willing to take an animated and enthusiastic role in promoting children's imagination and creativity.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The achievement of all pupils is good given the attainment on entry to the school
- Reading and writing skills are developed well as pupils move through school.
- The quality of leadership of the subject and the analysis of test and assessment data has contributed to the improvement of standards.
- Support assistants make a big impact on pupils' learning.
- There is room for improvement in pupils' speaking and writing skills.
- The marking of pupils' work is not consistently good.

Commentary

44. On the basis of the 2003 National curriculum tests for Year 2 pupils, attainment was below the national average in reading and well below the national average in writing. When compared to similar schools, attainment was well above average in reading and average in writing. The 2003 National Curriculum tests for Year 6 pupils show

attainment to be in line with the national average. When compared to similar schools, a far more positive picture emerges, as attainment is well above average. Inspection evidence indicates that standards are below average in all aspects of the subject by the end of Year 2 and at an average level overall by the end of Year 6, although writing and speaking standards are a little below average. However, the progress and achievement of all pupils is good because of the very low speech and communication skills that many children start school with. There is no significant evidence of any differences in the achievement of boys and girls or of different groups of pupils. Improvement since the last inspection has been good.

45. By the end of Year 2, pupils' speaking and listening skills are not well developed. Not all pupils listen attentively and with concentration, despite the prompts of teachers. Many opportunities are provided for discussions within lessons and, although pupils take part willingly, their vocabulary is limited. Learning is most effective when teachers use open-ended questioning and expect pupils to answer in full sentences. However, these very good techniques are not always employed by all teachers. By the time that pupils leave school, most pupils listen to instructions and the contributions of classmates in a satisfactory manner. Speaking standards, however, are below average because some pupils are reluctant to take part in discussions or have a limited vocabulary and find difficulty in justifying their views and opinions.
46. Teachers put a great deal of effort in Years 1-2 into developing pupils' early reading skills and equip them well with different strategies to tackle unfamiliar words and phrases. Whilst pupils continue to gain confidence as readers, and standards continue to rise from a low starting point, they are below average because too few pupils reach above average standards or are expressive readers who can locate information quickly. Teaching in Years 3-6 continues to pay good attention to the development of reading skills, and by the time that they leave school many pupils are confident and competent readers. They read with a reasonable degree of fluency and use skills such as skimming and scanning to locate key facts or to get the gist of a text. Few pupils are able to read beyond the literal level or to read for inference.
47. The school has placed an increasing emphasis over the last two years on the direct, systematic and rigorous teaching of writing skills. Pupils are provided with writing frames and guidance so that they know exactly what is needed to write for different audiences and purposes. Pupils' ability to use correct punctuation is satisfactory by the time that they leave school. Writing standards continue to improve from year to year but are below average by the end of Year 2 and Year 6 because the language used lacks sparkle and writing tails off after a lively start. The oldest pupils in school have difficulty in writing extended pieces of work that keep the attention of the reader despite being technically satisfactory.
48. Teaching and learning are good overall and, on occasions, very good. Lessons are well planned and often zip along at a good pace. Pupils are always made aware of what is to be learned in lessons and the good choice of texts often captures the interest and imagination of pupils. A good emphasis is given to the development of phonic skills for the younger pupils in school, and there is an expectation that pupils put these skills to good use in both their reading and writing activities. In the best lessons, for example with the younger Key Stage 2 and oldest Key Stage 1 pupils, the teachers have high expectations of pupils' work, directly teach key skills very well, take every opportunity to develop pupils' speaking skills and take full account of previous learning. Teaching assistants play a very important role in enhancing the learning of pupils with special educational needs and for pupils whose first language is not English. Good outside support, in addition to in-school support, is on hand for some of these pupils and for Travellers' children. Whilst younger pupils in school are keen and eager to learn, some of the older pupils in school show a more indifferent attitude to learning. Teachers have

to work very hard to motivate the pupils and, in some instances, have to utilise strong and effective class management strategies to keep the pupils focused and on task. The marking of pupils' work is satisfactory overall, but at times marking is too cursory and does not clearly outline what pupils need to do to improve.

49. The subject is led and managed well. The co-ordinator is knowledgeable and has a real love of the subject. She has carried out many lesson observations and regularly monitors pupils' work and teachers' planning. Assessment procedures are good as are procedures for analysing test and assessment data. Whilst a great deal of information is gleaned from the assessment of pupils' performance and the information used well to identify school strengths and weaknesses, the use of the information to inform individual target-setting and the tracking of individual pupil progress is not sharp or effective enough. However, the contribution made overall by the co-ordinator has made a significant contribution to the rise in standards.

Language and literacy across the curriculum

50. The use of language and literacy across the curriculum is satisfactory, but could be better. Whilst there are some good, and at times very good, examples of pupils' speaking and writing skills being developed and enhanced in different subjects of the curriculum, this good practice is not consistent enough to have its biggest possible impact on raising standards further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and make good and, at times, very good progress.
- Pupils are provided with good opportunities to learn through practical and investigative tasks, but opportunities are sometimes missed to use computers to enhance learning.
- Teaching assistants play a very important role in enhancing pupils' learning.
- The range of learning opportunities is good in lessons and numeracy skills are effectively promoted in other subjects.
- Assessment procedures are effective, but better use could be made of the information to inform target setting.
- Pupils' work is not marked well enough.

Commentary

51. The 2003 National Curriculum tests for Year 2 indicate that pupils' attainment was above the national average and very high when compared to similar schools. Inspection findings indicate that attainment at the end of Year 2 is at an average level. Differences between test results and inspection findings can be explained by the fact that in 2003 there were fewer pupils in the cohort with special educational needs, and that these pupils received more consistent teaching in smaller class groups. The 2003 National Curriculum tests for Year 6 pupils showed attainment to be above the national average, and very high when compared to similar schools on the basis of prior attainment. Inspection findings indicate that standards are above the national average at the end of Year 6. Throughout the school, all pupils achieve well. There is no significant evidence of differences in achievement of boys and girls. Improvement since the last inspection has been good.

52. By the end of Year 2, pupils have good number skills. Practically all pupils have a secure understanding of place value and recognise sequences of number, including odd and even numbers. These pupils have good mental agility skills and solve simple addition and subtraction accurately and in a confident manner. Most pupils know the names and properties of a range of two- and three-dimensional shapes, and attainment in data-handling is satisfactory. The current Year 6 contains a few pupils whose mental skills are not well developed, but the substantial majority have little difficulty with simple numerical problems, and attainment is above average. Pupils understand place value well and their knowledge and understanding of fractions, decimals and percentages are very secure. The ability of most Year 6 pupils to handle data is satisfactory, as is their ability to draw realistic conclusions from data. Teaching provides many good opportunities for pupils to put their numeracy skills to the test in practical, investigative and problem-solving activities. Pupils rise to the challenge and attainment in this strand of the subject has improved well and is now at the expected level. The current Year 5 pupils are also attaining above average standards, and the school is on track to attain similar test results in 2005.
53. Teaching and learning are good throughout the school with some very good lessons observed. Teaching is at its best, for example in Year 2 and for pupils in the mixed Year 3 and 4 class, when tasks are very well matched to pupils' individual needs and lessons begin with a brief but lively and demanding mental session that captures pupils' interest well. Good lessons across the school are suitably varied in the tasks that are on offer and proceed at a very good pace. This effectively maintains pupils' motivation over sustained periods of time. Across the school, teaching assistants play a full and active role in many lessons and contribute much to how well pupils learn and achieve. The curriculum on offer for all pupils covers the different strands of the subject well with a good emphasis given to practical and investigative work. Whilst pupils' work is marked on a regular basis and the quality of marking is occasionally good, there are too few examples where teachers include helpful comments which enable pupils to have a good understanding of what they have done well or how they need to improve.
54. The subject is well led and managed. The co-ordinator has a good grasp of the strengths of the subject and has prioritised areas for development. Good procedures are in place for monitoring the quality of teaching and learning. There are also good procedures in place for assessing pupils' attainment and for analysing test and assessment data. The results of this have been used to inform teachers' planning and to group pupils according to their ability. However, the information is not used well to set targets for individual pupils nor to track their progress towards these targets. It is recognised by the co-ordinator that this is an area for further development as is the use made of information and communication technology to extend learning.

Mathematics across the curriculum

55. The use of mathematics across the curriculum is good. Many good, recorded examples were observed of pupils' mathematical skills being used to enhance their learning in, for example, science where pupils measure and record their results, and in design and technology where pupils are expected to draw and measure accurately.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- All pupils achieve well

- Pupils of all ages have increasingly been provided with good opportunities to carry out practical activities, although there is scope for improvement in how well pupils attain in this aspect of the subject.
- Although teaching observed during the inspection was satisfactory, pupils' books indicate that teaching over time is good.
- Teaching assistants contribute well to the quality of pupils' learning.
- Target-setting and the marking of pupils' work are not rigorous enough.
- Better use could be made of computers to enhance learning and to use the subject to enhance pupils' writing skills.

Commentary

56. The 2003 teacher assessments for Year 2 pupils indicate that attainment was in line with the national average. On the basis of the 2003 National Curriculum test for Year 6 pupils, attainment was also in line with the national average and well above average when compared to similar schools on the basis of prior attainment. Inspection evidence shows that standards are at an average level by the end of Year 2 and Year 6. Overall, the achievement of all pupils is good, but achievement in scientific enquiry is satisfactory. Improvement since the last inspection has been satisfactory.
57. By the end of Year 2 the good emphasis that teaching places on practical work has resulted in pupils having a satisfactory understanding of the factors that might influence fair testing. They are encouraged to evaluate their practical investigations and to identify why things have or have not worked. They are not secure in using scientific knowledge to inform their thinking or hypothesising. Pupils demonstrate a satisfactory knowledge of life processes, electricity and materials. By the end of Year 6, pupils have developed a satisfactory scientific knowledge across the different aspects of the subject, although the vocabulary when talking about their work lacks technical rigour. They have a satisfactory knowledge of the requirements of fair testing and know how variables should be managed, but are provided with too few opportunities to plan and instigate their own investigations. Practical and investigative work is sometimes over-directed by teachers and this restricts pupils' ability to develop as confident scientific investigators.
58. Teaching and learning seen during the week of investigation were satisfactory with some good practice. However, a close scrutiny of pupils' books and discussions with pupils indicate that all pupils make good progress over time in their acquisition of scientific knowledge. Teachers plan well with clear intentions for learning, and identify carefully where teaching assistants can support the learning of individuals and groups, and do so well. Teaching is at its best when the work that is set is demanding and there are high expectations of pupils, as evidenced by the science books in Year 4, where pupils are encouraged to make careful observations and to record their findings accurately. There are some missed opportunities for computers to be used effectively to enhance learning either through research opportunities or through presenting results in different formats. Although worksheets are used well in some classes to support learning and recording of work, there are occasions where worksheets are just too easy and opportunities to develop pupils' writing skills by writing up investigations in their own words are simply not capitalised on. Although pupils' work is marked regularly, there are too many occasions when it is just ticked and does not outline what is needed for improvement.
59. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable, provides much informal guidance to colleagues and monitors teachers' planning on a regular basis. There has been limited scrutiny of pupils' work and too few opportunities for the direct observation of teaching and learning across the school. Assessment is satisfactory overall, although there is scope for improvement. Data from national tests is analysed satisfactorily and good use is made of teachers' evaluations

of units of work. Information from these procedures is used effectively to identify areas in need of school development. The weaker aspect is that test and assessment data is not used well enough to set targets for individual pupils nor to track their progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- All aspects of the curriculum are covered well.
- The clear direction and support from the subject leader have led to improved standards and provision.
- Pupils are achieving well because key skills are being taught well.
- Good procedures are in place to enable the tracking of pupils' skills development.
- The use of computers to support subjects across the curriculum is not yet developed enough.

Commentary

60. Standards are in line with national expectations by the end of Year 2 and Year 6. Pupils are achieving well as a result of good access to computers and other equipment and because of good teaching and assessment. Improvement since the last inspection has been good.
61. By the end of Year 2, pupils present information well using different formats such as text, graphs and pictograms, working confidently and with minimum adult intervention. Pupils change the size and colour of fonts and are able to save and print their work. They are developing more confidence in merging pictures and text, and describe clearly how they have given instructions to a programmable toy. Their use of technical language is limited when talking about their work, and they have limited awareness of how information and communication technology is used in everyday life.
62. When pupils leave school in Year 6, most are competent and confident computer users. They can produce good PowerPoint presentations linked to a visit to the local waterfront, showing skill in using text and images from a digital camera along with clipart. Pupils show satisfactory skills in handling data in spreadsheets and are able to access the Internet well, using e-mail confidently. Poems using a font to match the mood of the text show a good appreciation of the range available, and the production of a yearbook in a lesson observed in Year 6 showed skill in drafting and producing a dramatic cover.
63. Teaching and learning are good, and pupils work confidently in lessons on activities at an appropriate level. Teachers use differentiated software to provide an increasing level of challenge, for example in a lesson observed in a Year1/2 class, where pupils progressed to a more difficult program to produce pictograms, so that they make good progress. Teachers and teaching assistants have good subject knowledge so that they know how to support pupils in the development of independent skills. The provision of several computers in each classroom instead of a computer suite means that access is always available and teachers plan and monitor the rotation of computer use well.
64. The subject is well led and managed. The subject leader has a clear sense of direction for the development of the subject and has produced good documentation to support teaching and learning and structured materials for classroom display, targeted to

support the appropriate level of work. She has monitored teaching and learning well across the school and provides much valued guidance for colleagues. Good assessment procedures are in place for tracking pupils' progress in the development of skills, together with a system of pupil evidence sheets, which include the identification of targets. A portfolio of assessed work appropriate to each unit and age-group is a well-organised resource to support teachers' assessment of pupils and to promote achievement.

Information and communication technology across the curriculum

65. The use of computers to support teaching and learning is satisfactory but is not yet developed enough. There are some good examples of the use of computers across subjects. For example, pupils in Year 4 have produced a code of behaviour in personal, social and health education combining image and text, and have each written about a personal or school experience from the past year in which they have used fonts, colour and imported digital images well. In Year 5/6, a project using Robolab to make lights work in different ways integrates well with learning in design and technology and science. In the Year 1/2 class, pupils use pictograms to record a survey of favourite foods. However this good practice is not as consistent as it could be and opportunities are missed in all subjects.

HUMANITIES

66. In **geography**, there was insufficient evidence to make a judgement on provision. However, based on observation of teaching, examination of pupils' work and discussions with pupils, it is evident that a balanced curriculum is in place, which is carefully planned to ensure continuity of learning. By the end of Year 2, pupils have a satisfactory knowledge of geographical features such as islands, and can describe transport issues if you are travelling to an island. Later work on St Lucia in Year 5 builds on this well, with pupils looking at land use. Pupils' mapping skills are satisfactory by Year 6, and key geographical skills are taught alongside geographical knowledge. Knowledge of human and physical features is satisfactory, as seen in Year 6 pupils' work on the seaside where they consider land use and the features of a coastline well. Discussions with the co-ordinator and a thorough scrutiny of the co-ordinator's management file indicate that leadership and management of the subject are satisfactory. The subject leader is new to the post and is making a good start to the further development of the subject. Assessment procedures are satisfactory with the school accurately targeting the need to make more effective use for tracking the progress of individual pupils.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Achievement for some pupils is good.
- The increasing use made of visits and role-play activities helps to bring learning to life.
- The raising of pupils' awareness of different faiths contributes positively to the racial harmony that exists within the school.
- Recorded work does not always reflect what has been covered in the subject as opportunities are too often missed to develop pupils' writing skills.

Commentary

67. Standards are in line with the locally agreed syllabus by the end of Year 2 and Year 6, and achievement is satisfactory for pupils in Years 3-6 and good for pupils in Years 1 and 2. Improvement since the last inspection has been satisfactory.
68. By the end of Year 2, pupils have a satisfactory knowledge of Christianity and of important festivals and celebrations such as Easter and Christmas. Pupils have a good awareness of how there are different rules in society and in different religions, and of the importance of having rules. Pupils know the significance of light in different religions and have a satisfactory knowledge of the Jewish festival of light. Given the attainment of children when they start school this represents good achievement. By the end of Year 6, pupils' knowledge of Christianity is satisfactory although a little patchy. Pupils name different world faiths and know a satisfactory range of Bible stories. Pupils know the names of different places of worship for different faiths, but are unsure as to the importance that religious artefacts have for people. The amount of recorded work in books is too variable. Whilst, for example, there is lots of good quality information that some pupils in Years 4 and 5 can use as informative reference points, this good practice is not always replicated throughout the school.
69. Teaching and learning are satisfactory overall with some good practice. Lessons are often planned well and provide good opportunities for pupils to discuss their feelings and emotions about religious events and how they relate to their own lives. There are good examples of role-play activities being used to deepen pupils' understanding. A good example of this was observed when Year 6 pupils were studying the impact of the life of Martin Luther King. The result was that pupils gained a more empathetic view of how black people were treated in America in the early 1960s. The school is making increasing use of visits to places of worship and bringing in speakers from different faiths to give pupils a greater insight into the beliefs of people from a range of faiths. The coverage and developing awareness of many world faiths makes a very positive contribution to the racial harmony that pervades the life of the school as pupils of all faiths show much respect towards one another and their beliefs. The weaker elements in teaching and learning include the lack of recorded work. In some instances this means that pupils cannot easily recall topics they have studied, and also that opportunities to enhance pupils' writing skills are missed. In addition, the use of computers to support learning is not consistent and the marking of pupils' work does not always provide enough guidance to help pupils improve.
70. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and enthusiastic and has carried out good scrutiny of pupils' books and regularly monitors teachers' planning. There has been no formal monitoring of teaching and learning through lesson observations. Assessment procedures are satisfactory and the co-ordinator has already planned the need for more visits and visitors and to improve the range of religious artefacts, all with the aim of enhancing the quality of pupils' learning and giving the subject even more real life meaning and relevance.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There are some good examples of the subject being used to enhance pupils' writing skills, but this good practice is not consistent enough.
- Topics are often covered in good depth.

- Some pupils are provided with good opportunities to carry out independent study and research.
- Not enough use is made of computers to support pupils' learning.
- The quality of marking of pupils' work is too variable.

Commentary

71. Standards are at an average level by the end of Year 2 and Year 6 and achievement is satisfactory. Improvement since the last inspection has been satisfactory.
72. By the end of Year 2, pupils have a satisfactory knowledge of the periods of history that they have studied such as 'The Fire of London' and have a satisfactory sense of chronology. Pupils know that objects can tell them about the past. By the time that pupils leave school they have a satisfactory level of historical knowledge of eras in history such as the Victorians, Tudors and Ancient Greece. Sometimes, however, pupils need quite a lot of prompting to recall historical facts. Pupils are not always sure about differences between fact and opinion in an historical context and only the higher-attaining pupils recognise that history may be interpreted differently by different people.
73. The quality of teaching and learning are satisfactory with some good practice. Scrutiny of pupils' books shows that many historical topics are covered in depth and not at a superficial level. This deepens pupils' knowledge and understanding. There are some good examples, particularly, but not exclusively, for Year 4 pupils where the subject is used very well to develop pupils' writing skills and to provide pupils with the opportunity to carry out independent study and research. The pupils really enjoy acting as historical investigators and produce work full of interesting historical facts. In some classes there is an overuse of worksheets, which are not challenging enough and hinder pupils' writing skills. Computers are not used consistently well across the school to help pupils find things out for themselves, but where they are used they are used well and the quality of pupils' learning improves as a result. The marking of pupils' work is satisfactory overall but there are times when it does not provide enough pointers for improvement.
74. Leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and is enthusiastic. The co-ordinator monitors teachers' planning and has carried out some limited scrutiny of pupils' work, but has not been provided with sufficient opportunities to directly monitor teaching and learning across the school. Assessment procedures are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to timetable constraints, not all subjects were inspected in depth. The following represent the inspection findings. This meant that it was not possible to judge the quality of provision in art and design, music or physical education.

75. In **art and design**, evidence from pupils' work displayed throughout the school and recorded in their sketchbooks indicates that their observational drawing skills and painting skills are at an average level by the end of Year 2 and Year 6. Teachers' planning indicates that the subject has an adequate allocation of time, and pupils are provided with many opportunities to work with a range of different materials and media. Pupils study the work of different famous artists and produce work in the style of these artists that is, on occasions, of a good standard. Pupils are provided with some good opportunities to put their artistic skills to good use in subjects such as history. Discussions with pupils indicate that many enjoy work in art and state that they are encouraged to be imaginative and creative in their work. However, the oldest pupils in

school do not all have a positive attitude to the subject, although visits to art galleries are recalled by pupils with greater enthusiasm.

76. Leadership and management of the subject are satisfactory. Satisfactory procedures for assessment, recording and reporting are in place, and portfolios of pupils' work show evidence of satisfactory progress in observational drawing skills and the use of basic media such as pencils and paint as pupils move through school.
77. Discussions with pupils and scrutiny of teachers' planning indicate that, over the course of the year in **music**, pupils throughout the school are provided with opportunities to sing and perform, to appraise music and compose. Evidence indicates that standards in singing are at an average level by the end of Years 2 and 6. Good use is made of the expertise of visiting musicians to compensate for the lack of confidence of some staff to teach the subject themselves. Pupils' knowledge and understanding of composers and their work is a little rudimentary. Pupils are provided with opportunities to play a range of instruments with good quality tuition provided by peripatetic teachers from the Local Education Authority. Individuals respond well and are keen to demonstrate their skills and ability by performing at assemblies. Pupils take part in musical productions alongside pupils from other schools and are made to work hard in preparation for their performance. Evidence suggests that not enough opportunities are provided on a regular basis for pupils to listen to music, both from their own and other cultures, and that resources are in need of improvement.
78. In **physical education**, scrutiny of teachers' planning, photographic evidence and discussions with teachers and pupils indicate that standards are at an average level by the end of Year 2 and Year 6. Scrutiny of planning shows that over the course of the year, pupils take part in gymnastics, games, dance and athletics. The school does not have a playing field but compensates for this by the pupils having regular physical education lessons at a local sports stadium. Pupils have swimming lessons during their time at the school and most leave school being able to swim at least 25 metres. The pupils take part in inter-school sports competitions and the school provides a satisfactory range of extra-curricular sporting activities. The school makes good use of local sports coaches who visit the school to share their knowledge and expertise with the pupils. Discussions with pupils show that they really enjoy taking part in physical education activities. The pupils also have an appropriate awareness of the contribution that taking part in sporting activities can make to healthy living.

Design and technology

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

Main strengths and weaknesses

- Pupils achieve well.
- The importance of design and evaluation is recognised.
- The curriculum is well planned and provides pupils with the chance to work with a wide range of different materials.
- Assessment is not sufficiently developed to impact fully on standards.

Commentary

79. Evidence from pupils' work indicates that standards are at an average level by the end of Year 2 and Year 6, and pupils throughout the school achieve well. Improvement since the last inspection has been good.

80. By the end of Year 2, pupils have designed, made and evaluated a range of different products that are of a satisfactory, and at times good, standard. By the time that pupils leave school, they have continued to work with a wide range of materials when making different containers, moving toys and different items of clothing. Their food technology skills and knowledge are satisfactory. Pupils carry out research before establishing their design brief, and prepare careful plans in preparation for the making stage. When evaluating, pupils make good reference to the design brief and criteria, and discussions with pupils show that they enjoy the subject and understand the importance of all stages of the projects they undertake.
81. Teaching and learning are good throughout the school. The high expectations of pupils were exemplified in a good lesson in Year 2, where pupils made a winding gear for *Incey-Wincey Spider*. Pupils worked in pairs on their projects, sawing and using a glue gun with confidence, with good interventions from the teacher and teaching assistant to remind them to refer to their plan and to ensure safe practice. Teachers make sure that good attention is given to design and evaluation stages, with insistence on careful plans and the development of prototypes. This was seen in a good lesson linked to a study of Ancient Egypt in Year 3, where pupils were able to explain how they had used pneumatics to produce a model mummy which would move out of its sarcophagus, with the teacher encouraging the accurate use of technical terms. Throughout the school, good attention is given to the development of joining techniques, for example, in the workbooks in Year 4 where pupils have tried out different types of stitching to join textiles and evaluated them carefully.
82. Leadership and management of the subject are satisfactory with some good aspects. The subject leader has provided clear curriculum guidance, which ensures good coverage of all aspects of the subject together with the systematic teaching of key skills. There have been few opportunities for the co-ordinator to monitor and evaluate the quality of teaching and learning. Assessment procedures are satisfactory, but not enough use is made of the information to track the progress of individual pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Good development of pupils' skills and knowledge is nurtured across different subjects.
- This area of the curriculum is given a high profile in school.

Commentary

83. Lesson observations, discussions with staff and pupils and examination of documentation indicate that provision is good. As well as regular lessons dedicated to the subject, teachers integrate elements into other subjects well, for example, the dangers of smoking in a Year 5 science lesson on breathing, and a Year 6 geography lesson in which effects of oil pollution were the basis of a debate on environmental issues and the role of pressure groups. Pupils are made aware of the dangers of substance abuse with coverage appropriate to the age group, starting with safety in relation to medicines and household substances for younger children. Sex and relationships education is provided appropriately for the older children, in line with the school policy. The development of citizenship is supported by the workings of the school council, which provides good opportunities for decision-making by pupils. For example, the council has agreed on limitations to the playing of football on the

playground. The subject leader has trained staff in the use of circle time, and this is being introduced, although its use is a little inconsistent across the school at present. Involvement in the Local Education Authority 'Positive Health in Schools Award' has raised the profile of the subject well, providing a springboard for ongoing development. The scheme of work is under review and currently provides good general guidance for teachers to support appropriate coverage in each year group.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	4

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3

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