

## INSPECTION REPORT

**St. John's Church of England Aided Primary School**

Sildon

LEA area: Durham

Unique reference number: 114285

Headteacher: Andrew Farnell

Lead inspector: Godfrey Bancroft

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> May 2004

Inspection number: 257712

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	255
School address:	Jubilee Road Shildon County Durham
Postcode:	DL4 2EQ
Telephone number:	01388 773476
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Harry Morgan
Date of previous inspection:	2nd March 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is an average sized primary school serving an estate on the eastern side of Shildon in County Durham. The area is recognised as one of significant deprivation and many pupils come from homes that face very challenging economic and social circumstances. The attainment of pupils when they start school is well below that expected for their age. The school has a base for pupils with moderate learning difficulties and the percentage of pupils with special educational needs and Statements of Special Educational Need is well above the national average. Very few pupils come from minority ethnic or cultural backgrounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Mathematics Art and design Personal, social and health education and citizenship Music Physical education
9928	Alan Dobson	Lay inspector	
22291	Keith Saltfleet	Team inspector	English Information and communication technology Religious education
20003	Susan Metcalfe	Team inspector	The Foundation Stage Science Design and technology Geography History English as an additional language
2423	Susan Leyden	Team inspector	Special educational needs

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>OTHER SPECIFIED FEATURES</b>	<b>15</b>
Moderate learning difficulties (MLD) base	
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with many strengths that is improving rapidly. Pupils achieve well and thrive in the caring and very supportive environment. Teaching and learning are very good. The leadership and management of the headteacher are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well. However, standards at the end of Year 6 in English and mathematics are well below average and below average in science and information and communication technology.
- Provision for children in the Foundation Stage is very good.
- Provision for pupils with special educational needs and for those in the base for pupils with moderate learning difficulties is very good and these pupils achieve very well.
- The climate for learning created by the school and pupils' attitudes to their learning are very good. However, attendance is unsatisfactory.
- The provision made to ensure pupils' health, welfare and safety is very good and every pupil has a trusting relationship with one or more adults.

Improvement since the time of the last inspection is **good**. Standards at the end of Year 6 are similar to those found at that time. However, standards at the end of Year 2 show very good improvement. Pupils' attitudes to their learning and their behaviour have improved. There has also been very good improvement in teaching and learning, provision for pupils with special educational needs and provision for children in the Foundation Stage.

### STANDARDS ACHIEVED

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

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

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

Pupils' achievement is **good**. Children's attainment when they enter the school is well below average. Children in the Nursery and Reception classes achieve very well. They attain the early goals for their knowledge and understanding of the world, physical development and creative development. Despite achieving very well, they do not attain the early goals for their personal, social and emotional development, communication, language and literacy and mathematical development. Inspection findings show that pupils in Years 1 and 2 achieve very well and their attainment by the end of Year 2 in reading, writing and mathematics is average. Pupils in Years 3 to 6 achieve well, although their attainment at the end of Year 6 in English and mathematics is well below average and below average in science. Standards in information and communication technology are below average. When compared with similar schools, on the basis of the percentage of pupils eligible for free school meals, standards in English are average and standards in mathematics and science are well above average. The school has a much higher than average percentage of pupils with special educational needs. These pupils achieve very well. Pupils have very good attitudes to their learning and their behaviour is good. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. Teaching is very good. A significant amount of teaching seen during the inspection was excellent. The contribution made to pupils' learning by teaching assistants is excellent. Procedures to assess the attainment and progress of pupils are good. The curriculum provided for pupils in Years 1 to 6 is good. The curriculum provided for children in the Foundation Stage and for pupils in the base for moderate learning difficulties is very good. Provision to ensure pupils' care, welfare, health and safety are very good. The provision made to ensure that all pupils have a trusting relationship with adults in the school is excellent and pupils are supported very well. The partnerships formed by the school with parents are good and those formed with the community are very good. However, some parents do not do enough to ensure their children attend school or arrive on time.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The governing body fulfils its duties well. The vision, sense of purpose and aspirations of the headteacher and his ability to inspire and motivate are excellent. Since his appointment these qualities have brought about significant improvements in provision. The leadership of teachers who have responsibility for the co-ordination of subjects is good. The leadership of special educational needs is very good.

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

Parents think the school is very good. A number of parents are concerned about bullying that sometimes spills over from the community into the school. However, such incidents that do occur are handled very well by the school. Pupils also think the school is very good. They feel they are taught very well and greatly appreciate the support they receive from all adults at the school.

## **IMPROVEMENTS NEEDED**

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

- improve the level of attendance;
- improve standards in English, mathematics, science and information and communication technology.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good**. Children in the Foundation Stage achieve very well. By the end of Year 2 pupils are achieving very well and standards are average. By the end of Year 6 pupils are achieving well, although standards are well below average.

#### Main strengths and weaknesses

- Children in the Nursery and Reception classes achieve very well.
- Pupils in Years 1 and 2 achieve very well in English, mathematics, science and personal, social and health education and well in all other subjects.
- Pupils in Years 3 to 6 achieve very well in mathematics and personal, social and health education and well in other subjects.
- Throughout the school standards are steadily improving.
- By the end of Year 6 standards are well below average in English, mathematics and science and below average in information and communication technology.

#### Commentary

1. Children's attainment when they enter the school is well below average. Children in the Nursery and Reception classes make very good progress and achieve very well. They attain the early goals for their knowledge and understanding of the world, physical development and creative development. Despite achieving very well, they do not attain the early goals for their personal, social and emotional development, communication, language and literacy and mathematical development.

#### Key Stage 1

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

Standards in:	School results	National results
reading	13.7 (12.1)	15.7 (15.8)
writing	13.0 (11.9)	14.6 (14.4)
mathematics	14.4 (12.6)	16.6 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

#### Key Stage 2

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

Standards in:	School results	National results
English	24.2 (24.1)	26.8 (27.0)
Mathematics	26.2 (25.8)	26.8 (26.7)
Science	29.0 (28.0)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. Pupils in Years 1 and 2 achieve very well. In the 2003 national tests at the end of Year 2 standards in reading, writing and mathematics were well below average. Standards are average when compared with those found in similar schools. Inspection findings show that attainment by the end of Year 2 in reading, writing and mathematics is average. This improvement is because children receive a very good start to their education in the Nursery and Reception classes and the quality of teaching in Years 1 and 2 is good.



3. Pupils in Years 3 to 6 achieve well, although inspection findings show their attainment at the end of Year 6 in English and mathematics is well below average and below average in science. This means standards for the current Year 6 are not as good as those shown by the 2003 national tests. At that time standards in English were well below average, standards in mathematics were below average and standards in science average. This is mainly because during their time in Years 3, 4 and 5 the progress of the current Year 6 pupils was restricted by frequent changes of teacher. These pupils are now achieving well. There is also a much higher than average percentage of pupils with special educational needs in the current Year 6. The quality of teaching in Years 3 to 6 is now very good but has not had sufficient time to result in higher standards. However, the overall pattern is one of significant improvement in standards and achievement. Standards in speaking and listening and in mental mathematics are well below average. The school is doing much to improve these areas of pupils' learning, but they are still a barrier to further progress for many pupils. Standards in information and communication technology are below average. When compared with similar schools, on the basis of the percentage of pupils eligible for free school meals, standards in English are average and standards in mathematics and science are well above average.
4. The school has a much higher than average percentage of pupils with special educational needs, including those who are part of the base for moderate learning difficulties. These pupils achieve very well. Throughout the school pupils achieve very well in their personal, social and health education.

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

The pupils have **very good** attitudes to learning and their behaviour is **good**. Their personal development, including their spiritual, moral, social and cultural development, is **good**. Attendance levels at the school and pupils' punctuality are **unsatisfactory**.

### **Main strengths and weaknesses**

- A very good climate for learning leads to pupils having very positive attitudes to school life.
- Behaviour is often very good in lessons and on the playground as a result of very effective behaviour management procedures and high expectations.
- Bullying issues are handled well and are not a cause for concern amongst the pupils.
- Relationships within the school are very good.
- The school is effective in giving pupils a sense of self-worth, confidence, good social skills and clear moral values.
- Too many pupils have a poor attendance record and too many parents do not get their children to school on time.

### **Commentary**

5. Pupils enjoy school and the majority are very enthusiastic about learning. In class they settle down very quickly and are very keen to join in the lesson. They generally work hard and are very proud to show off what they have achieved. Homework is taken seriously. School clubs are popular and pupils are keen to represent the school, for instance when the choir gives public performances. The pupils have a very clear sense of pride in their school.
6. Behaviour has been a problem in the past. The school's behaviour management procedures are now working very well. Behaviour throughout the school is good and in lessons often very good. The atmosphere is calm and very conducive to learning. High standards are expected and achieved in a civilised manner with teachers providing very good role models to pupils. There is a consistency of approach by all the staff so that the pupils know very clearly what is expected of them. A few parents expressed concerns about bullying. The school takes bullying extremely seriously and has recently been given accreditation for its comprehensive anti-bullying procedures. No oppressive behaviour was seen during the inspection and pupils report complete confidence in the staff's ability to sort out any problems. Exclusions have dropped dramatically. Last year there were 24 temporary exclusions, this year, after two and a

half terms, there have been two permanent and five temporary cases. This is based on the success of the school's very good procedures to promote good behaviour.

7. Relationships in the school are very good. Pupils get on well with other pupils and with the staff. The school goes to great lengths to develop pupils' personal qualities, particularly social skills, self-confidence and the ability to take responsibility. Good use is made of class discussions, both formal and informal, to explore feelings, consideration for others and respect for the wider world. Assemblies have periods of reflection and drive home moral messages. Staff are good role models, for instance in the way they speak, their politeness and the way they appreciate pupils' achievements. The Buddy system of pupils helping one another gives them opportunities for understanding roles and responsibilities. The school council effectively allows pupils to be involved in the way the school develops. By Year 6, most pupils are confident and sensible with a good appreciation of moral and social standards.
  
8. Attendance at the school is well below average and not good enough. Over a quarter of all pupils have an attendance of less than 90 per cent. The school is working hard to improve attendance by, for instance, making immediate contact with parents of all children pupils away without reason. Registers are monitored rigorously and a member of the Education Welfare Service visits the school each day to follow up individual cases. Although these procedures are good, they are not having the necessary impact – this year's figures are slightly worse than the previous year. Too many parents do not ensure that their children attend school regularly. The same applies to punctuality. Most pupils are at school by the start time of 8.50 am, but the parents of a significant minority consider it perfectly acceptable to arrive up to 15 minutes late without any sense of urgency or apology, inevitably causing disruption and instilling bad habits.

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

Authorised absence	
School data:	7.3
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Any other ethnic group

**Exclusions in the last school year**

No of pupils on roll
253
2

Number of fixed period exclusions	Number of permanent exclusions
24	0
0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Teaching is very good. The curriculum provided for pupils in Years 1 to 6 is good. Provision to ensure pupils' care, welfare, health and safety are very good. The partnerships formed by the school with parents are good and those formed with the community are very good.

### Teaching and learning

Teaching is very good. Teaching in the Nursery and Reception classes and in Years 3 to 6 is very good. Teaching in Years 1 and 2 is good and teaching for pupils in the base for moderate learning difficulties is excellent.

### Main strengths and weaknesses

- Teachers have a good understanding of the subjects they teach.
- Teaching for pupils in the base for moderate learning difficulties is excellent .
- Relationships between teachers and their pupils are very good.
- Pupils' behaviour is managed very well by teachers and by teaching assistants.
- The contribution made by teaching assistants to pupils' learning is excellent.
- Arrangements to assess pupils' attainment and progress are good.

### Commentary

#### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (18%)	13 (39%)	9 (27%)	5 (15%)	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.

9. Teachers have a good understanding of the subjects they teach and plan their lessons well. Teachers in Years 1 and 2 build effectively on the very good provision made for children in the Foundation Stage. Consequently pupils in these years achieve well and standards are improving. In Years 3 to 6 teaching is very good. Pupils in these years have suffered many changes of teachers and significant disruption to their learning. However, they are now achieving well and standards are improving. Teachers in these years apply the principles advocated by the National Strategies for literacy and numeracy very well and this is helping to improve standards in these subjects.
10. Relationships between teachers and their pupils are very good. These relationships provide the basis for pupils' very good learning. Pupils of all abilities work hard and apply themselves well. They are encouraged to do this successfully by teachers and by teaching assistants. Pupils' successes are celebrated and their efforts are never overlooked. They are also provided with very good support to overcome any difficulties they experience and the work that teachers plan is matched very well to the abilities of all pupils. In the past many pupils have shown challenging and disruptive behaviour. Their behaviour is now managed very well by teachers and by teaching assistants and is a key reason why standards are improving. The consistent approaches and swift responses to any sign of inappropriate behaviour ensure that lessons run smoothly and harmoniously.
11. The teaching of pupils with special educational needs is excellent. This is particularly true for those pupils who are part of the base for moderate learning difficulties. These pupils, and others with special educational needs, also receive excellent support from teachers' assistants. Pupils with special educational needs and lower attaining pupils are often taught in small groups under the guidance of teaching assistants. When this happens these pupils often make excellent progress and they are becoming increasingly confident learners.

12. Arrangements to assess pupils' attainment and progress are good. Teachers are very good at making clear to pupils what they are going to learn. This sets the scene effectively for pupils to understand how well they are getting on. Pupils have targets for their learning which they strive hard to achieve. Teachers use the final part of lessons very well to assess the progress that pupils have made and to ensure well that pupils understand how well they are getting on and what they need to do to improve further.

## **The curriculum**

The curriculum provided is **good** overall and enables all pupils to achieve well in all subjects. Opportunities for enrichment of the curriculum are good and accommodation and resources to support learning are satisfactory.

### **Main strengths and weaknesses**

- The curriculum of pupils in the Foundation Stage is very good and allows children to make a good start to school.
- Provision for pupils' personal, social and health education, and those pupils with special educational needs is very good.
- Support staff make a valuable contribution to pupils' achievement.
- Although the quality of the accommodation is satisfactory overall, there are some drawbacks which affect pupils' learning.

### **Commentary**

13. Provision for the Nursery and Reception class is of a high standard. Children achieve very well, particularly in their physical and creative development and in knowledge and understanding of the world. This is due in no small part to the provision of a well organised curriculum which gives them a broad range of experiences and enables them to learn effectively as they move through these classes. Teachers are well qualified and experienced and have the valuable support of teaching assistants and so children's learning is very good. Classrooms are light with sufficient space to allow children good opportunities for movement and resources are very good. There is very good provision for pupils' personal, social and health education and citizenship, with a strong emphasis on raising their self-esteem and, as a result, pupils achieve very well.
14. All classes have high proportions of pupils with special educational needs and so meeting their needs has a high priority. Teaching arrangements are flexible and the curriculum is well organised. For example, the school makes use of 'catch up' programmes and 'booster' classes to support the teaching of literacy and numeracy. In addition to classroom-based support, the school has a separate unit providing specialist teaching for pupils with moderate learning difficulties. Good quality individual education plans are in place for pupils, ensuring that their work is focused and relevant. As a result, due to very good quality provision they share the very good achievement of their classmates.
15. A well-qualified and experienced staff supports the demands of the curriculum and the personal and social needs of the pupils. All have clearly defined roles and responsibilities, which are reviewed to meet the school's changing needs. Their contribution to pupils' learning is very good both in classrooms and the Moderate Learning Difficulties base. The very good relationships between teachers and their assistants result in very effective teamwork. Indeed, on occasions it is hard to tell which is which. They also have the confidence of pupils who know that there is always an adult to whom they can talk if they have difficulties.
16. The accommodation is satisfactory, with the building housing the nursery, reception and infant classes in better condition than that of the junior classes. Recent improvements have significantly improved the climate for learning. For example, the introduction of screens has greatly reduced the negative aspects of the open plan design. However, there are some drawbacks, particularly in inclement weather when pupils have to move between the buildings. The lack of a central library has a negative effect on developing pupils' research skills.

## Care, guidance and support

Pupils are **very well** cared for and are given a **very good** level of support and guidance. The school has **good** procedures for taking account of pupils' views.

### Main strengths and weaknesses

- The school is a very safe, secure and caring community where pupils are valued highly.
- The school takes child protection and health and safety very seriously.
- Excellent personal support is given when pupils have worries or concerns.
- Pupils' views are considered important.

### Commentary

17. The school is very friendly and caring, based firmly on Christian ethos. Pupils are highly valued and treated with respect. Staff know the pupils well and pupils look upon the teachers as their friends. The headteacher has a high profile and knows the pupils very well. Supervision is good at all times. Pupils told the inspectors that they feel very safe in the school. Child protection and health and safety matters are treated very seriously. First aid cover is very good. The school has good relationships with the outside agencies concerned with the care of children. Parents are right to feel confident that, while at school, their children are well looked after and in safe hands.
18. The school is extremely effective in supporting pupils when they have personal problems or concerns. The school has developed very good procedures for boosting pupils' self-esteem and general happiness, including the appointment of a very effective 'key worker' for supporting and improving pupils' behaviour. An additional pupil mentor runs 'Time for Children' sessions specifically for pupils who need additional support. These sessions are very effective in developing pupils' self-confidence and making them feel happy and more able to cope with school and home life. There exists a very strong bond of trust between adults and pupils in the school. Class discussions are used well to ensure that teachers are aware of concerns that might be affecting pupils.
19. The school is interested to know the views of pupils. A school council was introduced earlier this year with representatives from each year group from Year 1 and above. It meets every fortnight and, combined with weekly class council meetings, provides the pupils and the school with a good forum for views and opinions to be aired. Pupils' opinions have led to the planned improvement of toilet facilities. Individual class questionnaires have been used effectively to determine views on specific matters, for instance behaviour procedures.

## Partnerships with parents, other schools and the community

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

### Main strengths and weaknesses

- The school's open door policy is very effective.
- Parents are kept well informed on school life and their children's progress.
- Pupils benefit from very good links with the local primary schools and community.

### Commentary

20. Parents have a very high opinion of the school. They particularly like the approachability of the staff, the way parents are made welcome in the school and the changes introduced by the current headteacher. Many parents feel that the school has improved significantly since the current headteacher arrived. A few parents have concerns about bullying but the inspectors found that the school has very good anti-bullying procedures and deals with these matters very well.
21. The school is keen to encourage parents to talk to teachers if they have any concerns. Very

good opportunities exist at the end of every day for parents to discuss any matters with their child's class teacher. The headteacher takes a high profile and is seen around the entrance or the playground before and after school. He successfully encourages parents to talk to him as soon as possible if they have any concerns. This openness in approach is making a positive contribution to the relationship between the school and parents and to the general well-being of the pupils.

22. The quality of information given to parents is good. The prospectus and governors' annual report are easy to understand and give a good overview of the life and aims of the school. Regular newsletters are chatty. Termly information on what is going to be taught is useful but more detail would allow parents to be more involved in their children's learning. Formal arrangements for parents to meet their child's teacher in the Autumn and Spring terms are good and allow progress to be regularly monitored. The provision of a mid-year mini report (which is currently being reviewed) is a good initiative. Pupils' annual reports are of good quality overall but lack a general consistency. The best contain a clear statement of progress, no jargon and specific targets that allow parents to be involved in helping their children to learn.
23. Pupils make very good use of the local community. They are made aware of their railway heritage through visiting a local museum and they also visit a local church, parks and an open-cast coal mine. They participate in the town carnival, church fetes and the choir sings for the community. In conjunction with local primary schools, pupils have been involved in a child-based town council, sports and an arts project. Visitors from the local community include clergy and people who recall Shildon in bygone days. Ball skills are developed well by regular visits by members of Sunderland Football Club.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The governing body fulfils its duties well and the leadership of the headteacher is very good.

### **Main strengths and weaknesses**

- The vision, sense of purpose and aspirations of the headteacher and his ability to inspire and motivate are excellent.
- The school has a supportive and knowledgeable governing body.
- Since his appointment the headteacher has brought about significant improvements in provision.
- The leadership of teachers who have responsibility for the co-ordination of subjects is good and the leadership of special educational needs is very good.

### **Commentary**

24. The governance of the school is good. Governors are involved fully in the day-to-day life of the school. Governors contribute well to the planning processes and have a strong grasp of what the school needs to do to improve and how the improvements can be brought about. A particularly good feature of the work of the governing body is the link between governors and subject co-ordinators, including the work of the governor with oversight of special educational needs. These links enable governors to have a good understanding of the work of the school.
25. The headteacher is very highly regarded by the community served by the school. Parents have great faith in his ability to provide their children with a very good education. Many parents use the headteacher as a counsellor and share their problems with him. The headteacher's vision, sense of purpose and aspirations and his ability to inspire and motivate are excellent. Since his appointment these qualities have enabled him to bring about significant improvements in provision. The school now has a much more settled staff and a very good team of teaching assistants. The quality and range of resources has improved greatly, especially for information and communication technology. These and other features of development are helping to raise standards and bring about improvements. Planning for improvement, based on very good monitoring procedures and self-evaluation, is very good.

26. Teachers with responsibility for the leadership and management of subjects do a good job. This is especially true of English, mathematics and science in which standards are improving and the quality of provision has improved over recent years. The leadership and management of the special educational needs co-ordinator and the leadership of the base for pupils with moderate learning difficulties are excellent. The leadership and management of the Foundation Stage are very good.
27. The financial management of the school is very good. Governors do a good job in ensuring that resources are used wisely and in making certain that best value is obtained in the purchase of services and resources. The school provides very good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	619,414	Balance from previous year	28,121
Total expenditure	698,570	Balance carried forward to the next	30,158
Expenditure per pupil	2,739		

## OTHER SPECIFIED FEATURES

The provision made for pupils in the Moderate Learning Difficulty Base (MLD) is **very good** and a strength of the school.

### Main strengths and weaknesses

- The school's inclusive ethos creates a positive climate for learning and for developing trusting relationships.
- The pupils achieve very well in lessons.
- The teaching and support in the Base is of a very high standard and often excellent.
- Procedures to assess attainment and progress are very good.
- Skilled and sensitive support in mainstream lessons ensures pupils take a full part in all the activities.

### Commentary

28. Pupils with moderate learning difficulties make steady progress in developing their language skills and mathematical understanding because lessons in the Base are carefully structured, work is well matched to their individual needs and the teaching and support are of very high quality. They also make steady progress in all other areas of learning and they achieve very well because they receive a high level of support in mainstream lessons. Their personal development and their progress in developing their communication and social skills are very good. Firm but sensitive management and the modelling of positive relationships and good role models provided by staff encourage pupils to understand what is expected of them and to behave appropriately.
29. The quality of teaching and support within the Base is consistently very good or excellent, with examples of outstanding practice. The pupils follow a curriculum which is broad and balanced with an appropriate balance of intensive work within the Base and opportunities to join mainstream classes. The planning and organisation of lessons are exemplary, taking account of pupils' different ages and stages of learning and their individual difficulties. Careful sequencing of activities and skilled support from the experienced support staff help reduce the potential for frustration or confusion. Pupils' learning is developed and consolidated through a wide variety of strategies and interesting activities and through constant reinforcement of new concepts and skills. The sensitive management of the daily circle time encourages the

development of pupils' personal skills and their ability to resolve problems in their work and in their relationships. In mainstream lessons, the high level of skilled support from the experienced team of support staff ensures that the pupils are able to take a full part in all discussions and class activities. Work is carefully differentiated, taking account of pupils' targets, and class teachers ensure that these pupils are fully included.

30. The quality of pupils' learning is very good. The use of high quality, stimulating resources helps maintain pupils' concentration and interest throughout each session. As a result, pupils enjoy their lessons and are eager to learn. They concentrate well, they are willing to persevere even when they find it difficult to resolve a problem and they co-operate well when working in groups. They become increasingly confident and take a pride in their achievements.
31. The leadership and management of the Base are very good, with excellent features. Meticulous planning and assessment procedures and target setting ensure that pupils' needs are understood and that work is planned to ensure they make progress. Support staff are effectively deployed to provide the necessary support so that pupils are able to achieve well in lessons. Excellent teamwork between Base staff, teaching assistants and class teachers means that pupils' progress is constantly monitored and the arrangements are adapted to meet changing needs. The organisation and management of the high quality specialist accommodation have created a welcoming and stimulating environment for learning and a haven where many other pupils in the school come to enjoy the facilities and support. Base staff work closely with parents and keep them very well informed about their child's progress and welfare. The school also works very well with the many agencies that support their work with the pupils with special educational needs and makes effective use of their services.



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

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

The provision for children in the Foundation Stage is **very good**.

32. Children enter the Nursery with standards that are well below average, especially in their speaking and listening, reading and writing, mathematics and personal and social skills. They achieve well in the Nursery. However, by the time they enter the Reception class standards are still below average. In the Reception class children achieve very well. When they leave the Foundation Stage to enter Year 1, most do not achieve all the Early Learning Goals in communication, language and literacy, mathematical development and their personal and social development. Most of the current group of children will have achieved the goals in knowledge and understanding of the world, physical development and in their creative development. Children who have special educational needs also achieve very well.
33. The key to the children's success is the very good quality of teaching and support provided by staff in each class, working very well together as a supportive Foundation Stage team. Teachers are very experienced and knowledgeable about the curriculum. They provide a very good range of challenging activities that meets the needs of the children very well. They have very high expectations of how well children will learn. Lessons are full of pace and challenge and children maintain their interest very well throughout. Together with the supporting staff, teachers work very effectively to make all experiences enjoyable and learning fun. They monitor children's responses very well, tracking their achievement and building on all their experiences. The curriculum meets the needs of all children very well, including those of higher ability as well as those with special educational needs. Leadership and management of the Foundation Stage are very good. The curriculum is very well resourced and there are plans in hand to improve the quality of accommodation. Assessment procedures are very good and help work to be carefully matched to the needs of different children.

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

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

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

- Planned activities and support for children are very good.
- Very clear routines are well established.
- There are clear and high expectations about behaviour.

#### **Commentary**

34. Teaching is very good. By the end of Reception standards remain below those expected, but many children achieve very well. Teachers very carefully establish how they expect children to behave and lessons are carefully planned to help them learn to live and work together. Discussions about how the characters behave in stories and role-play activities help children learn the difference between right and wrong.
35. Children know and trust their teachers and supporting adults and will ask for help. They are developing the confidence and ability to take turns and share resources and equipment as a result of adults carefully establishing very good routines. Children in the Nursery have good opportunities to talk with adults about their concerns and contribute to the smooth running of the classroom. Children in Reception are very confident about getting out and returning resources to their proper places and keeping their rooms neat and tidy. As a result, all children are eager to come to school and join in all activities with enjoyment, interest and enthusiasm.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Good use is made of the National Literacy Strategy for Reception children to develop speaking and listening skills and a love of books.
- There are good opportunities for children to develop their writing skills.
- Teaching is very good.

### Commentary

36. Children achieve very well because a very good range of opportunities are provided for them to develop their language skills. The quality of teaching and learning is very good. However, because of their very low starting points, less than half of the children will reach the expected standards before they enter Year 1. Children are encouraged to develop a wide vocabulary because high quality activities are planned, enabling them to communicate with each other as well as with supporting adults. Frequent opportunities are provided for role-play, which develop children's vocabulary. In the Nursery, children use microphones to give instructions from ground control to the spacecraft and count down rocket launches from ten.
37. Nursery children have good opportunities to develop their early reading skills. The Reception teachers also use stories and poems well to encourage children's interest in literature. Children are encouraged to link what they hear to developing their reading skills, using sound patterns to construct their own words. The promotion of their early writing skills is good and children are encouraged to label their work with their name and simple explanations and instructions as appropriate. The teachers read stories well, helping the children identify letters and matching them to sounds. The Reception room is equipped with a good range of writing and marking resources so that children can record their thoughts and ideas. Older children are encouraged to find and copy words they want to use by themselves. This was particularly well developed with children writing congratulation cards and invitations to weddings.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The good teaching of number and other areas of mathematics and the monitoring of their skills develops the children's learning very well.
- Adults harness children's enjoyment of mathematics with carefully planned learning opportunities.

### Commentary

38. Children achieve very well although, because of their very low starting point, few will meet the expected standards before the end of Reception. Teachers plan lessons well to match children's needs. Children in the Nursery are acquiring good counting skills. The Reception children in the mixed-age class use common symbols such as plus and minus correctly when writing number stories. Throughout the Foundation Stage there is high quality planning to develop full mathematical potential and the continual monitoring of progress to achieve that potential. Teaching is very good. The Reception teachers makes good use of the National Numeracy Strategy, including counting rhymes and songs, while the Nursery teacher makes good use of stories involving a number of characters to further the children's understanding of number.

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

Provision for children's knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Good opportunities are provided for children to use computers, as well as other equipment such as the cassette players in the listening corners.
- Staff plan a good range of activities to develop children's knowledge of the world.

### **Commentary**

39. All children achieve very well as a result of teaching and learning being very good. Most will meet the expected standards by the time they start in Year 1. The quality of planning is good and gives children a wide range of activities to develop the skills of looking at and commenting on the world around them. The good use of computer programs enables the children to extend their knowledge of language while learning how to use the equipment.
40. Listening to music and joining in songs and stories from different countries helps children understand people from other places and cultures. Simple scientific enquiry skills are taught well. For instance, when looking at life cycles children study snails and caterpillars and Nursery children know that gravity on the moon is different from that on earth and that astronauts have boots with heavy weights to enable them to walk. Children know a lot about themselves, their homes, family and foods for living healthy lives.

## **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **very good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is very good and provides children with many opportunities to develop their physical skills.
- There are many opportunities for children to use scissors, brushes, paints and pencils to develop their physical skills.

### **Commentary**

41. Children achieve very well and will meet the early learning goals by the time they start in Year 1. There is a good focus on the development of physical skills through handling pencils, scissors, brushes and other tools on a daily basis. Good use is made of the hall by teachers. They provide very good opportunities for children to climb, throw and catch, and skip. Children negotiate the space well, avoiding others and adapting their behaviour to ensure that all activities are performed safely. In the classroom they use simple equipment to cook, write invitations and record their news and mathematics. As well as the formal activities, children also have a well planned range of activities, such as using the home corner to prepare wedding food and using a range of construction equipment to make houses and homes. They paint and draw, developing their eye-hand co-ordination very well.

## **CREATIVE DEVELOPMENT**

Provision for children's creative development is **very good**.

### **Main strengths and weaknesses**

- The teaching of skills is combined well with good opportunities for children to learn through play.
- Children have good opportunities to use a wide range of creative materials.

### **Commentary**

42. Children achieve very well because of very good teaching. All children are on line to reach the early learning goals by the end of Reception. There are very good opportunities for children to use their imaginations and to play together during role play. They enjoy singing songs and

learning rhymes and poems, which helps the development of their speaking and listening skills. There are also very well planned opportunities for children to draw and paint and for them make models from a wide range of creative materials. Many children do these things well.

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

### **ENGLISH**

Provision in English is **good**.

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

- By the end of Year 2 pupils' achievement is very good.
- By the end of Year 6, pupils attain standards that are well below average.
- The quality of teaching and learning is consistently good, and in Years 3 to 6 very good.
- Opportunities to develop pupils' speaking and listening skills are not always formally planned or assessed.
- Targets set for groups and individuals are not always sufficiently precise for pupils to understand fully what they need to do in order to improve.

#### **Commentary**

43. There has been good improvement since the last inspection. Standards have improved, particularly by the end of Year 2, the quality of teaching and learning is better and teachers now plan their lessons using the framework of the National Literacy Strategy. Assessment procedures are good so that pupils' progress is closely monitored.
44. Over recent years standards at the end of Year 2 and Year 6 have been consistently well below the national average in reading and writing. However, for the current Year 2 group of pupils there is a more positive picture as most are on course to reach the standards in reading and writing expected for their ages. This represents very good achievement for this group. Although the school acknowledges that this is a group with a lower proportion of pupils with special educational needs, there is general recognition that this improvement can be sustained. Achievement by the end of Year 6 is good overall but standards are still well below average, although pupils read better than they write. Overall achievement in reading reflects the school's focus on guided reading. There is a much higher than average percentage of pupils in Years 3 to 6 with special educational needs and their very good achievement is due to consistently high quality teaching and learning. Few pupils attain levels that are higher than expected at the end of either Year 2 or Year 6. Standards of speaking and listening are below average throughout the school.
45. The quality of teaching and learning is consistently good and, in Years 3 to 6, very good. Teachers plan interesting lessons with clear learning objectives linked to the National Literacy Strategy and these are shared with pupils. Whenever possible, a range of strategies is used to keep pupils actively involved and because of this they work hard and show interest in the work. There are clear links between shared reading and writing. Behaviour management in almost all lessons seen was of high quality. In whole class shared reading and writing sessions pupils analyse a range of texts and these are matched well to their reading levels. Support staff are used very effectively and make a very good contribution to pupils' learning, particularly of those with special educational needs. Teachers' secure subject knowledge is shown in their confident modelling and clear demonstrations so that pupils understand what they have to do and lessons move with pace. Pupils comment on the work of others and use comments made on their own work to identify areas for further development. However, teachers do not include in their planning structured learning objectives to show how they intend to develop or assess pupils' speaking skills and so opportunities to widen pupils' limited vocabulary and spoken language are sometimes missed. This has an impact on their overall achievement, particularly in writing.

46. Assessment is thorough and constructive. Class targets are set for each lesson and these are helpful and shared with pupils, for example 'to draft a letter of persuasion'. They do not, however, address individual needs within the target. The school has made a start, particularly in the infant classes, to use this information more effectively. At the moment they lack the precision necessary to give pupils clear, manageable targets for improving their work. The leadership and management of the subject are good.

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

47. The use of literacy across the curriculum is satisfactory and a developing area of provision. The school has also identified this as an area for improvement, particularly for writing. There are some useful examples to promote literacy skills in other subjects. For example, pupils in Year 1 recounted their visit to the Planetarium, Year 5 pupils considered moral arguments in their persuasive writing about noisy neighbours and Year 6 pupils wrote in history about their imaginary experiences as a Victorian child.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Teachers use questions very well.
- Pupils' abilities to add, subtract, multiply and divide are not good enough.
- Pupils apply themselves very well to their work and understand how well they are getting on.
- The coverage of the mathematics curriculum is good.

### **Commentary**

48. Inspection findings show that throughout the school pupils achieve very well. Standards by the end of Year 2 have improved considerably over recent years and are now average. Standards in Years 3 to 6 have also improved; however, at the end of Year 6 they are still well below average. The quality of teaching in mathematics is very good and this contributes significantly to pupils' achievements. Improvement since the last inspection is good.
49. Teachers, working closely with teaching assistants, plan work that meets the needs and abilities of all pupils very well. In the mental and oral part of lessons teachers are particularly good at phrasing questions to ensure that pupils of all abilities are involved fully and have a sense of achievement when they are able to answer. Teachers also use questions very skilfully to extend pupils' mathematical understanding, often asking pupils to explain how they arrive at the answers they give. However, throughout the school, there are still weaknesses in pupils' ability to add, subtract, multiply and divide in their heads. Teachers provide frequent, carefully planned opportunities for pupils to improve these skills, but many pupils still find all four operations very hard. Pupils' progress is better when they are supported directly or when they have a calculator. Teachers are striving hard to strike a balance between this provision, which enables pupils to be successful, and enabling them to do calculations in their heads, which they find much harder.
50. Teachers work very effectively to ensure that pupils know how well they are getting on and what they need to do to improve further. All pupils have targets for their learning, which they clearly understand. Teachers also mark pupils' work thoroughly. These features do much to help pupils understand their progress in the subject.
51. The leadership and management of the subject are very good. The subject co-ordinator provides very good support for his colleagues and has ensured that teachers apply the principles advocated by the National Numeracy Strategy very well. The curriculum provided by the school for mathematics is good. Pupils are provided with frequent opportunities to use and apply their mathematical skills and knowledge. There is a good balance to the amount of time allocated for pupils to develop their knowledge of shape and space and data handling as well as number.

## **Mathematics across the curriculum**

52. The school provides good opportunities across the curriculum for pupils to apply their learning from mathematics. This applies in subjects such as design and technology, geography and science. Teachers also use opportunities in mathematics very well to improve pupils' speaking and listening by asking them to explain the answers they give.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils' achieve well and the focus on developing their skills of scientific investigation are contributing to good improvement.
- The quality of teaching and learning is good, especially the planning of the curriculum to match pupils' learning needs.
- The curriculum is good, building pupils' skills progressively alongside their subject knowledge and understanding.
- Assessment procedures are good and these are used well by teachers in planning future work.
- Co-ordination of the subject is very effective and is leading to improvements.

### **Commentary**

53. Inspection findings show that standards at the end of Year 2 are average and standards at the end of Year 6 are below average. Pupils in Years 1 and 2 achieve very well, those in Years 3 to 6 achieve well. Since the previous inspection standards by the end of Year 2 in using and applying scientific principles have improved from well below average to average. This improvement is having a positive impact on pupils' achievement as teachers find the new scheme of work gives clear guidance to help them foster pupils' investigative skills. Teachers' planning and preparation are very good, especially planning with supporting staff and colleagues for the range of pupils' different abilities within each class. This focus has a positive impact on individual pupils' learning, which is good. Questions are well considered and targeted carefully towards the differing ability levels within each class. Resources and their use are well thought out and clear structures for scientific investigation are provided. These ensure that pupils of all abilities are challenged well. At the end of each lesson an evaluation of pupils' learning is used in the planning of the next lesson. As a result, pupils' concentration skills are being well developed and their confidence, enjoyment and enthusiasm for the subject is established.

54. The curriculum is good. The progressive development of investigative skills, along with acquiring knowledge of areas such as: materials, their properties and uses; forces and the impact of gravity; the seasons and the environment and the effect these have on life and living things, ensures that pupils' learning is suitably broad and balanced. Leadership and management of the subject are also good. The direct monitoring of teaching, learning and curriculum developments, along with the tracking of pupils' progress by the curriculum team leader, is very good and is the main reason for the improvements that have taken place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- There is clear evidence that standards are improving.
- The school is working effectively to develop resources.

### **Commentary**

55. Improvement since the last inspection is good, although standards remain below average.

Over the past four years, due to the well-structured approach taken by the subject co-ordinator and a substantial financial commitment by the school, the quantity and quality of resources have greatly improved. As a result, the ratio of pupils to computers is now better than seen in many schools, although only those in Years 3 to 6 are linked to the Internet. Computers are shared equally in classrooms so they are accessible for small groups of pupils to use them to develop their information and communication technology skills and also to apply these in other subjects. A long-term plan is in place to make sure that pupils' skills are developed and assessed as they move through the school. Links with local schools, including Sunnydale Comprehensive to which most pupils transfer, further support this. Teachers have received training appropriate to their needs and are much more confident.

56. The school recognises that there is still some way to go in terms of standards reaching national expectations at both Years 2 and 6, particularly when the low starting point is taken into account. Most pupils do not have access to a computer at home and the difference between those who do and those who do not is illustrated, for example, in their typing skills. Clearly it will take some time for pupils' improving competence to move through the school, although examples of pupils' work around the school show that good progress is being made. It is not surprising, with such a high proportion of pupils with special educational needs, that teachers make information and communication technology part of the pupils' everyday work as it brings relevance and immediacy to their work. For example, in literacy Year 2 pupils follow up their guided reading by using a sentence maker, based directly on the books studied, to rearrange simple jumbled sentences.
57. From talking to pupils, it is evident that they enjoy working with computers and are not put off when things go wrong. The subject is co-ordinated well. Action plans spell out clearly what needs to be done next to improve further.

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

58. The use of information and communication technology to support pupils' learning in other subjects is satisfactory and is a developing area. Teachers increasingly include opportunities to use information and communication technology in other subjects in their short-term planning and so add depth to pupils' learning. For example, Year 5 pupils use spreadsheets to calculate the overall price of a meal including drinks and ice cream. When exploring whether plants need soil to grow, pupils take digital photographs to record some of their findings.

## **HUMANITIES**

Not enough teaching was seen to enable a judgement on the quality of provision for geography and history to be made. Judgements are based on the analysis of pupils' work and on discussions with pupils.

### **Geography**

59. Inspection evidence indicates that standards by the end of Year 6 are in line with those expected for pupils' ages and abilities, with pupils achieving well. Overall there has been a good improvement since the previous inspection for older pupils, particularly in their knowledge of and use of maps. Standards for younger pupils have been maintained since the previous inspection and they also continue to attain the levels expected for their ages and abilities.
60. Across the school work in pupils' books, on display and in lessons shows a good development of skills, knowledge and understanding. Pupils are aware of localities beyond their own. They understand that different environments and climates affect how people live. They select information from different sources and use maps and information sheets in their investigations. Younger pupils read the 'Katie Morag' stories for their work when contrasting their local area with that of an island community. Leadership and management of geography are good and there is a good scheme of work. Teaching in the lessons seen was very good. Teachers plan lessons carefully and meet the needs of their pupils very well.

## History

61. Inspection evidence indicates that standards are in line with those expected for pupils' ages and achievement is good. Pupils in Year 4 know about life in Tudor England. They have good knowledge of the houses, food and clothes of the period. Year 6 pupils are looking at life in Britain since the Second World War, especially in the 1950s and 1960s. A superb display, including the wedding dress of a teaching assistant's mother, mini skirts, records and record players, books and posters, make the period real to older pupils. Opportunities to talk with members of the community, composing questions and recording their answers, encourage pupils to use and improve their speaking and listening skills. The coverage of the history curriculum is good and pupils' learning is linked well to other subjects.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough direct teaching was seen for overall judgements to be made about provision in art and design, design and technology, music and physical education.

### Art and design

62. Displays and the analysis of pupils' work indicate that standards are in line with those expected and pupils are achieving well. In one lesson seen, in Year 6, pupils made templates for printing based on the theme of 'people in action'. The teaching in this lesson was very good and the quality of pupils' work improved very well on the basis of the helpful advice provided by the teacher. Pupils were also successfully encouraged to talk about the quality of their work. Many pupils made thoughtful suggestions about how their work might be improved. In all years pupils are encouraged to use sketch books to experiment and to plan and improve their drawings and paintings. In Years 1 and 2 and in Years 3 to 6 pupils' work shows good improvement based on a curriculum that covers all aspects of the subject well.

### Design and technology

63. Inspection evidence indicates that standards are in line with those expected for pupils' ages and abilities and achievement is satisfactory. Pupils make good progress in the progressive development of their design skills. There is a successful focus on older pupils evaluating their work, a recommendation from the previous inspection, and this is having a positive impact on the quality of their work.
64. Pupils are encouraged to develop their skills of investigation, check the quality of materials used and evaluate their work. Year 6 pupils, for instance, look at a range of slippers before designing their own. Year 2 pupils look at moving toys and vehicles, making a wheelbarrow with a fixed axle following the examination of a range of wheeled vehicles. Links with other subjects are developed well. During the inspection, Year 1 pupils linked their design and technology work to science, considering healthy eating and making a fruit and vegetable snack. The subject co-ordinator has provided a good scheme of work on which teachers can base their lessons.

### Music

65. No music lessons were seen during the inspection. However, the school choir were seen practising and pupils were heard singing during assemblies. The quality of singing throughout the school is well above that expected for pupils' ages and they achieve very well in this aspect of music. The teaching of singing is very good and the leadership of the choir inspires pupils of all ages to sing to a high standard. Pupils are very proud of the way they sing. They put their heart and soul into their singing, which makes a very good contribution to their spiritual, social and cultural development.



## Physical education

66. Only one physical education lesson was seen during the inspection. This was a Year 2 dance lesson in which pupils achieved well, attaining standards that are in line with those expected for their age. The quality of teaching in the lesson was good. The music, 'Cotton Eyed Joe', was carefully selected and enabled pupils to dance with energy and control. Most pupils moved well and fitted their movements thoughtfully to the music. Pupils used the available space well and were aware of others moving around them. The school provides a good programme of extra-curricular sports activities, including football and netball. Participation levels are good and pupils do well in competitions with other schools.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is **very good**.

### Main strengths and weaknesses

- PSHE and citizenship is are taught very well in a variety of contexts.
- The school council makes a very good contribution towards PSHE.
- All staff make an excellent contribution towards pupils' PSHE.
- PSHE is contributing very well towards pupils' spiritual, social and moral development.

### Commentary

67. There is very good provision for pupils' personal, social and health education and citizenship, with a strong emphasis on raising pupils' self-esteem. As a result, pupils achieve very well. Only one lesson was observed during the inspection. However, the very well planned programme is presented to pupils through a variety of ways. This happens, for example, when pupils take part in class discussions about the moral and social issues that are part of their lives, during science lessons when the dangers of drug and substance abuse are discussed, and in geography when pupils learn about sustaining the world's resources.
68. There are strong links between class-based discussions and the work of the successful school council. This helps all pupils to understand how they can improve the quality of their lives in the school and in the community. There is a very effective programme of health education that teaches pupils how to take good care of themselves in a wide variety of contexts. Pupils' understanding of their PSHE is extended very well in assemblies when many moral, social and cultural issues are discussed. All teachers and teaching assistants are excellent at helping pupils to confront and resolve many of the challenges they face in their everyday lives. This wide range of provision makes a very good contribution to pupils' spiritual, moral, social and cultural development. It is also contributing very well to the improvements in pupils' behaviour.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

