

INSPECTION REPORT

**ST. MARTIN'S CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED)**

PRIMARY SCHOOL

Bilston, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104369

Headteacher: Mrs. L. Williams

Lead inspector: C.D. Loizou

Dates of inspection: 1st to 3rd December, 2003

Inspection number: 257799

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 controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	150
School address:	Wallace Road Bradley Bilston Wolverhampton
Postcode:	WV14 8BS
Telephone number:	01902 558966
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend R. Walker
Date of previous inspection:	17 September, 2001

CHARACTERISTICS OF THE SCHOOL

St. Martin's Church of England (Controlled) Primary School is situated in Bilston, Wolverhampton. It is smaller than average compared to other primary schools. There are 135 pupils on roll between the ages of four and eleven and they are taught in seven single age classes. Nursery and reception children are taught together. Nearly all of the pupils are of white heritage and speak English as their first language. Attainment on admission to the school is well below average. Twenty per cent of the pupils have special educational needs, which is average. Two pupils have a Statement of Special Educational Needs. Forty per cent of the pupils are eligible for free school meals, which is above average. Pupil mobility is also above the national average. The headteacher and nearly all the staff have joined the school in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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4287	Brian Allaway	Team inspector	Special educational needs Mathematics Art and design Design and technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has made good progress in overcoming the serious weaknesses found at the time of the last inspection and now provides a **satisfactory education**. The quality of teaching is satisfactory overall. The pupils achieve well and make satisfactory progress in most subjects and good progress in English. The leadership and management are good and committed to improving the school. Although costs are high, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The strong leadership of the headteacher and senior staff is having a positive impact on raising standards and the quality of teaching and learning across the school
- Standards in English, mathematics and science, although below average, are rising
- The teaching in Years 2, 4 and 6 is good, but in Year 3 it is unsatisfactory
- The pupils identified with special educational needs make good progress
- The teaching of literacy and numeracy in the Foundation Stage (nursery and reception) could be better
- The school has a large budget deficit and the headteacher and governors should implement their plans to reduce this
- Attendance rates are too low

Since the school was last inspected in 2001, improvement has been good. Her Majesty's Inspectors confirmed this when they last visited the school in December 2002 and the improvement has been sustained. The leadership of the school is good and recent staffing changes have strengthened the teaching. Standards are rising and resources are of high quality. The local authority approved a large budget deficit to maintain staffing levels and the governors are now implementing their budget proposal to ensure that the deficit is reduced.

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	E*	E	D
Science	E	E*	E	C

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

E - schools that scored in the lowest five per cent nationally*

The "similar schools" in the table above refers to the percentage of free school meals and not the size of the school.

Attainment on entry to the school is well below average but the pupils make satisfactory progress and by the time they leave the school their **achievement is good overall**. Children in the Foundation Stage make satisfactory progress in most areas of learning but could do better in the development of literacy and numeracy skills. They are not likely to reach the early learning goals in communication, language and literacy and mathematics but make good progress in other areas of learning where they are on course to reach the expected standards. The results in the 2003 tests for Year 2 pupils were well below average and in the lowest five per cent of schools. The inspection findings confirm that the standards are rising in the infant classes and all pupils, whatever their ability, achieve well. Similarly, the work seen in the junior classes shows that the pupils are making good progress and they achieve well.

The pupils show good attitudes to school. They are keen learners and arrive at school punctually. Behaviour is good and most of the staff manage the pupils well. Attendance rates are well below the

national average. The **spiritual, moral, social and cultural development of the pupils is satisfactory overall**; however, social and cultural development is good.

QUALITY OF EDUCATION

The quality of education is satisfactory and is improving rapidly under the strong leadership of the headteacher. **The teaching is satisfactory** and it is good in Years 2, 4 and 6. In Year 3, the teaching is unsatisfactory. Overall, the teaching of English is good and the pupils develop good literacy skills, learn well and make good progress in English. The pupils apply their mathematics skills well in other subjects. In the Foundation Stage, the children's personal and social skills are well taught but early reading, writing and mathematics activities are not. There are good assessment procedures and these are used well to match work to the abilities of the pupils. Lesson planning and use of resources are good and relationships between the pupils and staff are mostly good.

The school provides a good curriculum. Literacy and numeracy skills are developed well across the curriculum but could be better taught in the Foundation Stage. There is a good partnership with parents and satisfactory links with other schools and the local community. The school provides good care for the pupils, including those with special educational needs.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good overall. The headteacher provides strong leadership and has dealt with many of the school's significant weaknesses successfully. This has brought about rapid improvement to the quality of education and standards. Monitoring of teaching and learning is regularly undertaken and the governors receive evaluative reports about standards. In this way the headteacher and governors have a clear understanding of what needs to be done to sustain improvement. **The management of the school is good.** The headteacher, staff and governors have adopted effective strategies to raise standards but now need to reduce the school's budget deficit.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

There are good links and an increasing involvement of parents in the life and work of the school. They are kept well informed. The school is beginning to involve the pupils in decision making.

IMPROVEMENTS NEEDED

In order to improve further the quality education provided, the headteacher, staff and governors should:

- Ensure that the pupils in Year 3 are provided with more effective teaching
- Improve the teaching of reading, writing and mathematics in the Foundation Stage
- Reduce the budget deficit
- Improve the pupils' attendance

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In the Foundation Stage (nursery and reception) the children make satisfactory progress overall. By the end of Year 2 and Year 6, standards in English, mathematics, science and information and communication technology (ICT) are below average and the achievements of most pupils are good in relation to prior attainment. In other subjects, the pupils attain standards that are in line with those expected and make satisfactory progress. The pupils in Year 3 are not achieving as well as they should.

Main strengths and weaknesses

- Nursery and reception children make satisfactory progress in early reading, writing and mathematics but are capable of doing better
- Across the school, most of the pupils make good progress in English and ICT but Year 3 pupils make patchy progress in all subjects
- The pupils in Years 2, 4 and 6 make good progress in all subjects because the teaching is good
- The pupils with special educational needs (SEN) make good progress

Commentary

1. National test results at the end of Year 2 show that the performance of the pupils dropped last year after a sustained period of rising standards. Standards last year were in the lowest five per cent of schools in reading, writing, mathematics and science. However, this dip in standards was expected as a large proportion of pupils were identified with special educational needs and there was high mobility of pupils in that year group. This year, although they remain below average, standards have improved well and have recovered to continue the trend of rising standards.

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

Standards in:	School results	National results
Reading	9.5 (14.0)	15.7 (15.8)
Writing	8.1 (11.6)	14.6 (14.4)
Mathematics	11.6 (14.5)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.3 (22.4)	26.8 (27.0)
Mathematics	24.0 (22.9)	26.8 (26.7)
Science	26.8 (25.1)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. Test results at the end of Year 6 have been more consistent and standards are rising broadly in line with the national trend. Although standards were well below average in English, mathematics and science, they are broadly in line with those in similar schools. In English

and science, two-thirds of the pupils reached or exceeded the standards expected for their age and this is a good improvement on the previous year.

3. The majority of children start school in the nursery and reception years with well below average standards, especially in personal, social and communication skills and mathematical understanding. Those in Year 2 last year started school with very low standards and a large number had been identified with special educational needs. Approximately half of that cohort also joined the school in the reception year or Year 1 and these factors contributed towards their low attainment in the Year 2 national tests in 2003. Recent improvements in the quality of teaching in Year 2 and strong leadership have contributed to a marked improvement in standards. Progress in the nursery and reception years is more variable. In most areas of learning it is good, except that the children are capable of doing better in communication, language and literacy and in mathematics. The children do well in their knowledge and understanding of the world, personal, social and physical development and make good progress towards the early learning goals. However, early reading, writing and mathematics skills are not being taught or reinforced often enough and hence the children make barely satisfactory progress in these areas of learning and could do better.
4. The achievement of the large majority of pupils across the rest of the school is mainly good. Consequently, standards are rising because of strong leadership and good teaching in key parts of the school. The national test results confirm that standards are rising overall and standards seen in the work in Year 2 and Year 6 confirm this. However, Year 3 pupils make only patchy and limited progress because the teaching is unsatisfactory. This is being addressed by the headteacher. The strongest teaching, in Years 2, 4 and 6, enables the pupils to make good progress in all subjects and this is having a positive impact on standards and achievement overall. Although standards in ICT are below average, they are rising rapidly and the pupils make good progress. More able pupils in Years 5 and 6 in the juniors are making good progress because teaching groups are organised so that teachers can focus on their needs, especially in English and mathematics. This is also helping those pupils who are identified as just falling short of the standards expected for their age. These pupils are taught in small 'booster groups' by an additional teacher, while the more able pupils and those with special educational needs are taught by the class teacher. These arrangements have helped to raise standards in English and mathematics and to better meet the needs of the pupils with special educational needs.
5. The improvement in standards has been brought about by the robust and systematic monitoring of pupils' performance by the senior management team; target setting for individual pupils; improved curriculum planning; and improvements to the teaching in most parts of the school and especially in Years 2, 4 and 6. The good progress made in English is also having a very positive impact on the achievement of the pupils in other subjects. In mathematics, the pupils can interpret written problems and apply the most appropriate numeracy skills to solve these. In science lessons, the pupils are able to apply their English and mathematics skills to record their findings neatly and accurately using tables, charts and descriptive accounts of their experiments. ICT skills are taught well and so the pupils are able to word process different forms of extended writing that include imaginative and descriptive writing as well as poetry. In mathematics, the pupils learn to apply their knowledge of graphs and Year 6 pupils use averages to set out information using a computer spreadsheet.
6. The pupils achieve average standards in art and design, history, music, physical education and religious education. They make good progress in physical education, especially in gymnastics, dance and games. In relation to their prior attainment the pupils have achieved well in these subjects. Art and design work is attractively displayed around the school. The work in history is well set out and includes some good examples in junior classes of pupils writing descriptive accounts from the viewpoint of an observer in past times; singing is well taught and good use is made of the local authority's music service to teach the pupils how to compose and appraise a range of music using a good range of tuned and untuned

instruments. In religious education, Year 2 pupils make very good progress learning about cultural diversity and different faiths, as was seen in their work on religious symbolism and the way people dress in different customs, faiths and religions.

Pupils' attitudes, values and other personal qualities

Levels of attendance are well below those found nationally in primary schools, although this has improved slightly since the last inspection. Most pupils arrive punctually at the start of the school day. The pupils have a good attitude towards school and are keen to learn. Behaviour is generally good, both in class and around the school. The pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- The pupils are keen to learn and work hard
- They co-operate well when working together
- Behaviour is good both in class and around the school, although this varies in Year 3
- Pupils' social and cultural development is encouraged successfully

Commentary

7. The great majority of pupils are keen to learn and respond with enthusiasm to well taught and managed lessons where the pace is brisk and the level of challenge is appropriate. They work hard and are keen to share ideas and skills when working together and take pleasure in what they are achieving. The improved standard of teaching since the last inspection has been a contributory factor in raising standards of behaviour across the school. However, in those areas where teaching is still less than satisfactory, as in Year 3, both behaviour and attitudes are unsatisfactory and the pupils' progress is unsatisfactory. Away from the classroom, the pupils move sensibly around the school, are considerate to visitors and polite to each other

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.8	School data	0.0
National data	5.4	National data	0.4

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

8. Although attendance levels have improved since the last inspection, they are still well below those found in primary schools nationally. There are several reasons for this. Some families take authorised holidays during term time when the costs are lower. A number fail to inform the school when they move house, temporarily leaving their children on the school roll. There is a small group of girls who regularly fail to attend and who the school feels may be kept at home to help with the care of younger siblings. School staff make every effort to encourage those families to see regular attendance as important and to help those pupils who do not feel able to attend school every day. The great majority of the pupils do attend regularly and in some classes levels of attendance are well above the national average.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	126	0	0
White – any other White background	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	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 school provides a satisfactory education. The majority of pupils make good progress and achieve well, but the pupils in Year 3 underachieve and the children in the Foundation Stage (nursery and reception) could do better in the core skills of language, communication and mathematics. The pupils with special educational needs are well provided for. The curriculum is good, well planned and extra-curricular activities are satisfactory. There is good involvement of parents and the school has satisfactory links with the community and other schools.

Teaching and learning

The teaching is satisfactory overall with good features and the pupils' learning is satisfactory. The teaching of English and ICT is good and the most effective teaching is in Years 2, 4 and 6. The quality of teaching in Year 3 is unsatisfactory overall.

Main strengths and weaknesses

- Literacy skills are taught well in most parts of the school, except that in the nursery and reception years the teaching does not focus sufficiently on early reading, writing and number skills
- The strong leadership of the headteacher and deputy headteacher has both supported and developed the teaching
- The pupils work hard and enjoy the large majority of lessons
- The pupils in Year 3 are not being provided with sufficiently challenging work, nor is the work well matched to their abilities
- The pupils identified with special educational needs are set appropriate targets for improvement and are supported and taught well
- Teachers' marking provides helpful pointers for improvement and learning targets for the pupils
- Numeracy skills are used well in other subjects

Commentary

9. The teaching is satisfactory overall but a significant amount is of good or very good quality. This shows good improvement since the last inspection but there is still some way to go to ensure that all of the teaching is of a high standard across the school. Teacher-pupil ratios are very favourable and this has had an immediate impact on raising standards. However, the serious weaknesses in the teaching evident in the last inspection, still exist in Year 3, where the pupils are provided with mundane tasks and the work is not matched to their abilities. The headteacher has begun to address this and some of the teaching for these pupils is satisfactory, but the underachievement of Year 3 pupils is significant. There are,

however, good arrangements in place to ensure that those pupils in Year 3 with special educational needs receive good quality support.

10. Most of the good and very good teaching (shown in the table below) was seen in Years 2, 4 and 6. In addition, the majority of English lessons seen were of good quality. In order to address the serious weaknesses in the last inspection, the senior management team have focused on improving the pupils' literacy skills. This has been successful so that the scrutiny of pupils' past work across the school in a range of subjects shows consistent and well formed handwriting, well punctuated extended writing and good improvements to the pupils' reading skills. Many of these improvements are also reflected in the pupils' good attitudes to reading, to literature and the range of reading activities they say they enjoy doing in school and at home. Mathematical understanding and particularly numeracy skills are used well to support the pupils' learning in other subjects. The staff have a good knowledge of the subject and often help the pupils to apply their skills by asking them to explain how they arrive at a solution to a number problem or expect them to set out data in tables, charts and graphs in science. The very effective teaching in Years 2, 4 and 6 matches the work to the pupils' abilities. In this way, all of the pupils make good progress. This good and very good teaching is being used to help and support the teaching in other parts of the school. Teachers' marking provides good pointers for the pupils with explanations as to how they can improve their work. The most effective marking goes a step further by explaining what levels the pupils are achieving and how best they can move up to the next National Curriculum level.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7 (18%)	16 (41%)	13 (33%)	3 (8%)		

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.

11. In the Foundation Stage (nursery and reception), children are often taught together, especially when engaging them in special themes and topics. In most areas of learning the teaching is effective and well resourced so the children enjoy using high quality climbing apparatus both indoors and outdoors; or the role-play area often changes to reflect new themes such as the 'Balti Restaurant' or 'French Day'. These provide the children with a stimulating and well resourced curriculum. However, early reading, writing and mathematics skills are not being emphasised enough in the teacher's planning and so the children's learning of these core skills is incidental or secondary to other areas of learning. This is a weakness. The children make good progress in their personal and social development and are ready to be taught basic reading and writing skills as part of their learning. In Year 1, the pupils start with very low levels of literacy and numeracy.
12. Good support is provided for the pupils with special educational needs so they make good progress. Early identification of their needs leads to well focused planning and the good involvement of teaching assistants and staff from outside support agencies to provide for their specific learning needs. The pupils are fully included in the school's good curriculum and so do not miss out when withdrawn for brief periods to be taught basic skills such as reading and writing. Teaching assistants are skilful at intervening in lessons to support the pupils and often lead a group by providing work that is well matched to their abilities. The school has good assessment procedures which also extend to those used for pupils with special educational needs. These lead to appropriate learning targets that are monitored and reviewed regularly.

The curriculum

The quality and range of the curriculum is good and generally meets the needs of all groups of pupils well. There are worthwhile opportunities for enrichment through after school clubs and visits. The accommodation and resources are used well to support the curriculum.

Main strengths and weaknesses

- The curriculum has improved well since the last inspection
- The pupils benefit from a broad and well planned curriculum
- Equality of opportunity is good and pupils with special educational needs are supported well
- There is a good range of extra-curricular activities that relate to sport and games
- The accommodation and resources are very good

Commentary

13. Since the last inspection the curriculum has improved significantly and now provides for a broad range of subjects. Appropriate use is made of national guidance to plan the work in the core subjects of English, mathematics and science. The curriculum for the Foundation Stage pupils makes good provision for most areas of learning, but insufficient attention is given to the language, literacy and mathematical development of the reception aged children.
14. The curriculum is planned well to cater for the needs of all groups of pupils. Appropriate links are made between subjects and pupils are provided with good opportunities to use their speaking and listening skills across the curriculum. The school provides effective personal, social and health education, including sex and relationships education and attention to drugs misuse.
15. There is equality of access for all pupils. This is especially apparent in the early identification of pupils with special educational needs. The provision for these pupils is good. Teachers and teaching assistants monitor and record pupils' progress carefully and pupils are aware of their personal targets for further improvement. The school provides a good range of strategies to respond to the needs of pupils with emotional and behavioural difficulties and to support groups of pupils whose self-esteem is low.
16. The quality and adequacy of the accommodation is very good. The school is clean, attractive and well ordered and uses pupils' displayed work well as examples of what pupils should be striving to achieve. The school is now resourced very well to support the delivery of the whole curriculum. The accommodation includes a library and designated rooms for pupil support and group work, an information and communication technology (ICT) suite, and a music room.
17. The curriculum is enhanced for many pupils through visits to places of interest and through their contacts with visitors to the school such as a regular drop in session with the local police officer. The pupils also have opportunities to participate in a good range of after school clubs and to compete in sporting events with other schools.

Care, guidance and support

The school has a strong commitment to the care, welfare and safety of every pupil.

Main strengths and weaknesses

- Monitoring of the pupils' achievement, progress and personal development is good
- The personal, health and social education programme is effective
- Teaching assistants are used effectively

- There is room for further improvement in the implementation of the child protection policy

Commentary

18. The school's care for each pupil extends to a strong programme to support personal, health and social education. This includes Circle Time, where pupils can express their own views and listen to others. A newly formed School Council is at the early stages of giving the pupils some voice in the running of the school. The staff make effective use of the Local Education Authority guidelines for child protection. The previous report identified the child protection procedures in place at that time as unsatisfactory. Whilst this is no longer the case, there is still room for further improvement. There are good systems in place to keep track of individual pupil's progress, both in terms of academic attainment and personal development.
19. There is a strong, shared vision within the school to provide the best possible opportunities for each pupil to achieve to the highest possible level. Whilst many enter the school with below average attainment, the staff have high aspirations for every pupil and work hard to encourage and challenge them to do their best. The close monitoring of what they are achieving at every stage helps the class teachers to set a good level of challenge and move learning on quickly. The teaching assistants play an important part in this record keeping, as well as providing additional support for those pupils who need it. Many of the teaching assistants have benefited from an accredited training programme provided within the school.
20. The school makes effective use of Local Authority guidelines to ensure that any concerns about a pupil's health and wellbeing can be quickly addressed and appropriate help sought from outside agencies if necessary. There is not yet in place, however, a school specific policy to support this area, although there has been some school based training to help the many new staff members to have confidence in the way such a policy should be operated. There are now plans for the social services to provide whole school staff training at the end of the spring term.

Partnership with parents, other schools and the community

The school's links with the parents are good and have improved since the last inspection. There are satisfactory links with the community, through the local church and the community centre.

Main strengths and weaknesses

- The involvement of parents in the nursery and reception classes is good
- 'Shared Learning' courses are run for parents
- The school trains parents and this encourages them to help in lessons
- A few parents fail to support the regular attendance of their children

Commentary

21. The parents feel that their concerns are now dealt with effectively and that they are receiving more information than before. The school is working hard to encourage every family to value their children's education and give it their full support, especially in cases where attendance has been poor. Many parents contribute lively and active support to the children in the Foundation Stage (nursery and reception). This can include the making of costumes, helping with craft activities and many other day-to-day features of the Early Years programme. Parents help in class at all levels of the school. Some of them have undertaken accredited training programmes for classroom assistants which gives them a wider insight into the areas of learning they are helping to support. The 'Shared Learning' programme hosted by the school, with tutors from the local further education college, enables many parents to undertake courses of study both to understand better the work their children are doing and to support pupils with special educational needs, such as hearing impairment. Information and communication technology and English are amongst other areas of study on offer. The

parents on one such course spoke warmly of the gains they were making and their increased confidence in supporting their own children.

22. Despite the school's best efforts, there are still a few parents who do not sufficiently value the education their children are receiving to ensure their regular attendance in school. This is having a significant impact on the overall attendance figures.
23. Good links exist with the local further education college, which acts in partnership with the school to provide educational support for parents. Links with other schools to support the transfer of pupils to secondary education are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is strong and she is well supported by the deputy headteacher. Teachers and governors work effectively to improve standards and ensure that this improving school is a highly valued part of the community.

Main strengths and weaknesses

- The headteacher's vision is the driving force behind the school's improvement
- The senior management team evaluates strengths and weaknesses effectively to improve standards
- Rigorous monitoring of pupils' work and lessons by the senior management team strongly influences the rate of improvement and raising of standards
- The governing body provides good support to the management of the school
- Performance management is linked directly to school targets and the required improvement in pupil performance

Commentary

24. The headteacher and deputy headteacher work together in close partnership and are successfully raising the profile of the school in the community. The school improvement plan drives school development. A rigorous and systematic monitoring schedule underpins the school's analysis of strengths and weaknesses. These findings are acted upon and staff and governors receive the support they need to implement changes to improve the quality of education. The staff and governors work together well. The governing body has undertaken appropriate training and is fully involved in all aspects of the governance of the school. Governors monitor and evaluate all aspects of the work of the school and are developing a good awareness of the strengths and priorities for improvement. They ask challenging questions and contribute to the formulation of the school development plan, based on evaluative evidence and the very good range of information provided by the headteacher. Staff and governors understand their responsibilities and the timescales for achieving the success criteria identified in the plan.
25. There is good commitment to the inclusion of all the pupils. The special educational needs co-ordinator provides good leadership in liaison with the assigned governor for this aspect of provision. Effective action is taken to improve opportunities for all pupils. The influence of each subject leader, modelled by the senior management team, is effective. They communicate regularly with staff and governors and provide valuable information about developments in the curriculum, teaching and learning. In this way the governors know the school's strengths and weaknesses well and make difficult decisions when necessary. Improvements in the environment of the school are significant and are raising the image of the school in the community.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	466,948	Balance from previous year	-10,907
Total expenditure	496,026	Balance carried forward to the next	-39,985
Expenditure per pupil	2,756		

26. The budget is linked effectively to priorities and the school development plan steers school improvement well. The table above shows a large budget deficit which was approved by the Local Education Authority. The headteacher and governors have begun to address this by adopting a budget plan which also has the approval of the Local Authority. The plan aims to reduce the deficit within the next two years to zero. If implemented successfully, this would bring the school's spending back in line with that of other schools. Most of the deficit has come about due to long-term turbulence in staff absences and to a degree, the high staffing levels, which are above the national average.

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 nursery and reception years is satisfactory. They receive a good start to their education in their personal and social development but could do better in early literacy and mathematical skills. The teacher and nursery nurse work together well and have formed good relationships with parents and the children. Teaching and learning are satisfactory and assessment procedures are good. The staff gather good information about the children's standards and progress and plan activities that are interesting for all the children across the ability range. Their planning is effective in providing a broad and balanced programme of teacher directed and self-chosen activities, but early literacy and numeracy skills are not being given sufficient emphasis. Accommodation and resources have been improved well since the last inspection and are now very good. Attainment on entry to the nursery and reception years is well below average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching in this area of learning is good and enables the children to grow in confidence
- There are good classroom routines and parents play an important part in helping their children to settle into school routines

Commentary

27. Children enter school with standards in personal and social skills that are well below those expected for their age. The different needs of younger nursery children and older reception children are fully addressed by the staff in their planning, and the personal, social and emotional development of children is developing well as a result. There is a warm and caring classroom environment and children feel secure. They quickly develop self-confidence but many children do not have adequate skills of communication and so find it difficult to explain what they want or to communicate with others. The nursery nurse helps the nursery children to take turns or share with others. Consequently, the children play with others and accept that the needs of all children are important. In the reception year, the children respond to teacher directions and know what is expected of them. Throughout the Foundation Stage, the children learn right from wrong and the children are learning to accept and listen to the wishes of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy listening to stories and looking at books
- There are not enough opportunities for the children to role-play the part of characters in familiar stories
- Early reading and writing skills are not being taught effectively

Commentary

28. On entry to school, standards and skills of communication are well below those expected for children of both nursery and reception age. Nursery children receive good support so that they can participate in all activities and both reception and nursery children are encouraged to handle books, listen to stories and draw pictures or make marks as part of early writing development. But there are fewer opportunities to recall familiar stories or traditional nursery rhymes. Literacy skills are not always being directly taught or brought to the fore in the teacher's planning. Consequently, although the children make satisfactory progress, they could do better and fall short of the early learning goals by the time they start Year 1.
29. Each week, the staff organise special themed days, such as 'French Day' or 'Indian Day'. The children enjoy dressing up in traditional French attire, with the good support and involvement of parents. They learn to say 'bonjour' and 'merci'. They make and taste French food with suitable role-play and stimulation provided through dance and music. However, less emphasis is placed, especially for reception children, on reinforcing language or to write about what they have done. The children enjoy role-play in 'The Balti Restaurant' (last week's theme was related to Indian culture) but there is less emphasis on linking this to writing or reading activities. Although the children know some traditional stories and nursery rhymes, they do not act out the role of characters or imagine, say, they are one of the 'Three Bears'. In this way, the children do not choose to use imaginative language in role-play, for example, imagining they are 'Goldilocks'.
30. Insufficient attention is given to developing children's writing skills. Suitable pencils and crayons are provided and they sometimes write about common experiences such as their journey to school. But early handwriting skills, particularly for reception children, could be better taught. Most of the children cannot distinguish print from illustration although some are beginning to recognise initial letter sounds in their names when they recognise their name label every morning to self-register. There are good opportunities for speaking and listening skills to develop during snack time each day but less so in directed or exploratory play. Achievement in this area of learning is satisfactory overall, but at the end of the reception year attainment is below that expected for children of this age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are stimulating resources set out for the children to choose
- There is too little time devoted to basic numeracy skills compared with other areas of learning

Commentary

31. Good use is made of number lines and a range of objects and materials to reinforce counting skills. The children are encouraged to refer to numbers each morning and afternoon when the register is taken and when talking about days of the week and months of the year. The teacher's planning includes reference to each area of learning but specific mathematical skills are not being emphasised enough to have a lasting effect on the children's learning. This was the case when a small group of reception children were asked to empty and fill different containers with sand in the sand play area. The teacher asked the children to make comparisons to reinforce their mathematical language, so the children would recognise which containers were 'fuller', 'half full', 'half empty' and so on. However, the task became too confusing for the children because some concepts were confused with other forms of measurement. For example, the teacher referred to containers emptying 'faster' than others but the children could not associate this with containers that had less sand or were confused when the teacher referred to the shape of the container as a reason for the relative capacities

of each container. The overall effectiveness of the teaching in developing the children's understanding of numbers, shapes and measures, although satisfactory, is not as strong as in other areas of learning. Although the children make satisfactory progress they could do better and fall short of the early learning goals by the time they start Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teaching in this area of learning is good
- There are good opportunities for the children to develop an understanding of cultures other than their own

Commentary

32. Children enjoy learning about the world around them and the teaching provides good opportunities for them to explore, investigate and observe during well-planned activities. When they first start school, the children have very little understanding of the world around them and their limited literacy skills affects their confidence to ask questions independently. They are encouraged by the staff to make observations and are often encouraged to ask questions. The nursery nurse asks the nursery group to describe what they wear on 'French Day' and the children respond by noticing differences in the way they are dressed. When trying different foods, both nursery and reception children ask questions and reflect on classroom experiences. The curriculum is successfully providing sufficient experiences to promote this area of learning for all the children, including those with moderate learning difficulties. The children make good progress towards the early learning goals in this area of learning and are close to the standards expected by the time they start Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are good opportunities for nursery and reception children to play outdoors, use large apparatus and wheeled toys
- The teacher and nursery nurse provide good opportunities for the children to use a range of tools and materials

Commentary

33. The Foundation stage classes are very well resourced to allow the children many opportunities to choose materials and tools. The children enjoy using scissors, brushes, pencils and crayons to produce a variety of models, pictures and collages. Malleable materials such as dough and clay are often used to produce 2D and 3D shapes and models, such as Diva lamps to celebrate Diwali and model vehicles to represent how things move. Fine motor skills are being developed and improved and the children improve their gross motor skills when playing with wheeled vehicles outdoors each day and when climbing, swinging and jumping on and off large apparatus in the school hall or the indoor area adjoining the Foundation Stage classes. These opportunities are well planned and regular so the children make good progress and reach the early learning goals in physical development by the time they start Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Creative arts and music are used well to enhance and support the children's learning and development but some activities do not challenge all the children
- Imaginative role-play is well planned and resourced but the children do not always stay in role or sustain interest in this for it to improve their use of creative language.

Commentary

34. Most show good levels of curiosity and amazement as new learning takes place. In music sessions the children enjoy performing actions, as when singing 'Row, row, row the boat gently down the stream'. However, the use of recorded music programmes do not always sustain the children's interest because they are expected to sit for too long and listen to instructions without participating enough in action songs and role-play. This was observed when the children listened to a recorded programme, 'Going to the Seaside'. Younger children in the group lacked the personal and social skills to sit for extended periods of time and this disturbed the concentration of older children. The children are keen to call out and respond immediately to the prompts in the programme but this disrupts the flow of the lessons so learning is disjointed and interrupted. Arrangements for imaginative play are well planned but more could be done to encourage the children to act out the parts of familiar characters in stories and nursery rhymes. In this way the children could develop their use of creative language, rather than simply narrate the sequence of a story. Some children find it difficult to settle in the role-play area so that participation is disrupted and other children soon lose interest as a result.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Subject leadership is very good
- The quality of teaching in Years 2 and 6 is very good
- Pupils achieve well because the teaching is mainly good
- There are good opportunities to apply their skills to work in other subjects
- The subject is well resourced
- There are too few opportunities for drama to improve the pupils' language skills

Commentary

35. There have been significant changes at the school since the previous inspection when standards in English were described as too low. Inspection evidence confirms that there has been good improvement in all aspects of the subject. While standards remain below average, pupils, including those with special educational needs, achieve well. The school is systematically targeting raising attainment and accelerating progress through the identification of clear objectives and success criteria. Planning and teaching are carefully monitored and the progress made by the pupils is tracked to ensure positive outcomes. The subject coordinator has led a drive to create a language rich environment for pupils that values speaking, listening, reading and writing skills.

36. On entry to Year 1 the pupils' communication skills are often well below the expectations for their age. By the end of Year 2, the pupils have made good progress through very good teaching that values speaking and listening skills. Good use is made of drama to encourage the pupils to work in role as they tell stories. Following instructions reinforces the need for ideas to be given in order and to be spoken using sentences. Equally, importance is placed upon listening carefully. Opportunities for speaking and listening are well planned in classes where teaching is of good quality. This is particularly evident in Year 4 and Year 6, where the teaching sets high expectations and a very good pace. The pupils listen well and contribute to discussions and are prepared to challenge ideas with which they do not agree.
37. There is a significant proportion of pupils for whom reading is not an enjoyable activity. The school has a good range of reading books and there is a comfortable and well equipped library where pupils work. Higher achieving pupils talk enthusiastically about books. They name their favourite authors, give reasons for their choices and discuss how stories develop and the contributions made by the characters. This level of interest is not maintained with many pupils. Reading skills are taught well and pupils have good knowledge of phonics and use effective strategies when confronted with words they do not recognise. There is not enough emphasis placed on reading with some of the older pupils, who have few opportunities to read aloud to their teachers. These pupils lose confidence and the quality of their reading suffers and this slows learning and progress.
38. Standards in the quality of pupils' writing are improving but continue to remain below expected levels. In Year 3, class management strategies are insecure and this slows learning further. In other classes, the pupils are taught the importance of expressing their ideas clearly in writing and classrooms have attractive posters to remind pupils of ways to improve their work. The pupils have a broad range of writing experiences. In Year 6, the pupils understand how to use complex and compound sentences to enrich their work. In a very good lesson they used these skills to create lively beginnings to stories to increase the interest of readers. Poetry features strongly as pupils model their poems on the style of Grace Nicholl. Some pupils are identified to receive regular additional language support. High quality monitoring of work has a significant influence on raising standards and pupils' achievement. However, the quality of teachers' marking is inconsistent. Teachers commend pupils' good work but the most effective comments are linked to targets and indicate ways in which work can be improved. The pupils are taught handwriting but the quality of work is variable and is often a reflection of the class teacher's expectations.

Language and literacy across the curriculum

39. Teachers encourage the pupils to discuss ideas in subjects across the curriculum. In a very good lesson in Year 2, the pupils discussed their roles when dramatising the story of the Good Samaritan. They experimented with language as they sought to find the appropriate words to describe the clothes of the period. There are good examples of written work linked to other subjects when pupils write up investigations in science and accounts of severe weather conditions in India. The pupils know how to use bullet points for note taking in their investigation of mountain ranges in geography.

MATHEMATICS

Provision in mathematics is generally **good**.

Main strengths and weaknesses

- Standards in mathematics are variable throughout the school, although below average overall
- The quality of teaching is satisfactory with good features in some classes
- Booster classes are having a positive impact on standards
- Planning and assessment procedures are used very well

Commentary

40. In the 2003 national tests at the end of Year 2 and Year 6, standards in mathematics were well below average. Considerable work has been undertaken by the headteacher and staff to improve standards. A systematic analysis of the pupils' needs together with well targeted teaching, is enabling many of the current Year 2 and Year 6 pupils to work at levels within the expected range for their age. This indicates, at this stage in the year, that standards are rising and that these classes are in line to achieve their targets. However, standards throughout the school are variable and currently the standards in Year 1 and Year 3 are below average. In Year 1 many pupils have not yet achieved the early learning goals in mathematical development when they enter Year 1. A significant number of the pupils in Year 3 do not respond quickly enough to instructions and many pupils have poor understanding of addition facts to 20.
41. In Years 2, 4 and 6 the teaching is good and is delivered in a lively, energetic way and is matched very well to the pupils' needs. Teachers have high expectations and the pupils know what is expected of them, they work hard and concentrate well. In these lessons mental and oral skills are good and pupils explain their methods of calculation well. The plenary is generally used effectively to challenge the pupils' thinking and to correct misconceptions. Regular assessments of the pupils' work are used well to identify targets that they need to work towards. In Year 3, where the teaching is unsatisfactory, the pupils are not attentive when instructions and explanations are being given and the work is not demanding enough to challenge the more able pupils. This results in poor behaviour and unsatisfactory progress.
42. Lessons are generally planned very well and follow a scheme of work which is based on national guidance. Booster classes and support given by parent helpers and teaching assistants is targeted well to fill gaps in the pupils' knowledge and to support pupils who have special educational needs. This support is having a positive impact on the pupils' progress. In most classes the pupils work well in groups and co-operate well. This contributes to their personal and social development.
43. The pupils' work is marked regularly and comments generally confirm the level the pupils are working at. However, the marking rarely indicates what the pupil needs to do to improve further. The subject leader is new to the role but has a clear view of what needs to be done to maintain the upward trend in standards.

Mathematics across the curriculum

44. Appropriate opportunities are provided for the pupils to use and apply their mathematical knowledge across the curriculum. Some links are made with information and communication technology and geography when pupils make graphs of annual rainfall and seasonal temperatures. In science, the measurement of time and length is used in recording the results of an investigation.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers use assessment information well to group the pupils, but the work is not always matched to their ability
- The pupils learn to use scientific vocabulary well and they record their work neatly with well labelled diagrams

Commentary

45. The inspection evidence points to standards that are below average by the end of Year 2 and Year 6, but are improving well. The improvement in standards has come about because of strong leadership and the effective use of assessment information to enable the staff to track the progress of the pupils. However, although the teaching is satisfactory, it is good or very good in those lessons where the work is well matched to the abilities of the pupils. In some lessons seen, this was not the case as the pupils did similar work and only made satisfactory progress as a result.
46. By the end of Year 2, the pupils use scientific language such as 'force' or 'fair test' and Year 2 pupils know that to make predictions when testing to see which model toy will roll the furthest you must make the conditions fair by reducing the number of variables. In Year 1, the pupils learn to use terms such as 'reflect' when determining what is or is not a light source. In the Year 2 lesson seen the teaching was very good because the teacher questioned the pupils at different levels that were matched to their abilities. In Year 1, the tasks and questioning were similar for all pupils so tasks were not differentiated well enough according to the abilities of the pupils.
47. By the end of Year 6, the pupils learn about healthy living and life styles. Year 5 pupils for example, could plan a healthy and balanced diet and good use was made of the class computer to help some pupils write about making a fruit salad that included a number of food groups. Strong leadership by the senior management team has enabled the staff to use assessment information in order to track how well the pupils are doing. The next stage is to make this more effective across the school by providing work that is better matched to the abilities of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and there has been good improvement since the last inspection.

Main strengths and weaknesses

- Although standards are below average, they are improving well and the pupils make good progress
- The teaching is good as it helps the pupils to improve their basic skills well
- Resources are well managed and are very good

Commentary

48. The school has improved its resources since the last inspection and now has a specialist ICT room that is well equipped. Computers are also used in classrooms so that pupils can undertake research, or word process written accounts of their work. The teaching of basic skills is effective and small groups and whole classes receive effective teaching in the computer room. Although standards are below national expectations, the pupils are making good progress in relation to their prior attainment and are achieving well. Consequently, the pupils are beginning to apply their ICT skills to other subjects, for example, to extend written work using word processors, or numeracy work using spreadsheets and graphs. In the lessons seen, Year 5 pupils were confident in applying their knowledge of graphics to plan and design their 'perfect bedroom' using a graphics and modelling program. Year 6 pupils are able to use simple formulas in spreadsheets to help calculate averages and to organise these into line graphs. Infant pupils are learning to combine text and graphics by labelling pictures they have made using graphics programs.

Information and communication technology across the curriculum

49. Evidence from the scrutiny of pupils' previous work shows ICT being used to support the pupils' learning in other subjects. In English, the pupils edit and refine their writing using word-processing skills. In subjects such as geography, history and religious education, word-processed work is displayed alongside pictures and diagrams. Teachers' planning across the curriculum is good and it usually incorporates the use of ICT. In mathematics, there is some good evidence of spreadsheets being used or data handling to complement and enhance what the pupils do when interpreting data. Some good use of digital cameras is evident in science topics about healthy living or physical education displays of pupils at work.

HUMANITIES

50. It was not possible to observe any lessons in **geography**. Sampling is based on the examination of pupils' work and discussions with pupils. The geography curriculum offers a good range of experiences to meet requirements and provide pupils with an appropriate range of topics. In Year 1 pupils investigate the locality of the school, noting the main areas and preparing simple maps and diagrams. An analysis of pupils' work in Year 6 shows that they have investigated mountain ranges. They focus their work on the environment, how people earn their living and the effects of tourism on popular locations. There are good links with other subjects. For example, in mathematics when pupils draw graphs to show average rainfall in Hawaii. A further link includes a series of diary entries during severe weather, from the point of view of a member of a rescue team, links geography with literacy. Pupils wrote letters applying for planning permission to open a hotel in a popular tourist area. They show the ability to use atlases to locate places. The subject is well resourced. There is a good range of reference books to support teachers in their planning.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The pupils use their literacy skills well in history lessons
- More attention should be paid to developing the subject specific skills in history

Commentary

51. Standards are in line with expectations of the age range. The quality of teaching is satisfactory. In Year 2 the teacher used a well pitched presentation of Florence Nightingale in the Crimea to engage the rapt attention of the pupils. The pupils were keen to ask questions and the teacher encouraged them to choose their responses carefully using wide and appropriate vocabulary. The activities encouraged the pupils to write sentences about hospital conditions. The work provided some awareness of changes in nursing practice over time and kept pupils on task, but more emphasis on history skills, for example, sources of information would improve pupils' knowledge and understanding of events. In a lively lesson in Year 6, the pupils showed good knowledge of post Second World War events in Britain. Good quality discussion was a feature of the lesson and pupils confidently shared their research findings with the class. The pupils used computers and the Internet to research aspects of life in post war Britain.
52. The scrutiny of pupils' work shows that teachers are aware of the importance of providing the pupils with opportunities to make judgements about important events and people of the period. For example, pupils are encouraged to place events on time lines to develop a knowledge of chronology and that pictures of people assist in placing the time when they lived. Subject leadership for history is good and is led by the senior management team in the absence of the post holder.

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- Teachers use a good range of Bible stories and stories from other faiths to teach the subject
- Resources and artefacts are well used to support the pupils' learning

Commentary

53. By the end of Year 2 the pupils are beginning to understand that the way people dress provides clues about their occupations and their beliefs. References to Bible stories enable the pupils to consider the clothes worn by characters in the story of the Good Samaritan. For example, the teacher shares the story book with the class and through very good questioning helps the pupils to identify the Good Samaritan, the robbers and their victim by the clothes they wear. The pupils are able to talk about the clothes worn by church leaders who visit the school and describe similarities and differences and how clothes can indicate the groups to which people belong. By the end of Year 6 the pupils are aware of the importance of symbols in religions. They are very interested to learn about the importance of the five Ks of Sikhism. Their interest increases when they are given very good artefacts to examine. This work stimulates a good range of questions and an interesting discussion about the preparations that would have to be made before Sikhs set off for school and if there might be any restrictions imposed by wearing the five Ks.
54. There is a good range of artefacts to support the teaching of the main religions. Good links are made with other subjects, for example, art with the making of three -dimensional tiles to illustrate the creation story and designing and making Joseph's coat from a range of materials. The quality of teaching is satisfactory overall but one lesson in Year 3 was unsatisfactory. Subject leadership is led by members of the senior management team during the absence of the post holder. Religious education is an improving subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was observed in art and design and a sample of the pupils' work was examined in design and technology. It is not possible to make a firm judgement about provision. Inspectors spoke to pupils about their work in design and technology and looked at examples of previously completed work. Only one physical education lesson was observed in Year 4 and the progress the pupils made in this lesson was very good. With limited evidence it is not possible to judge the quality of provision overall.

55. It is evident from the **art and design** scheme of work, the teacher's planning, a scrutiny of pupils' work and from discussions with the pupils that their work is in line with what would normally be expected. This is an improvement on the last inspection when standards in art and design were below average. Year 1 pupils have had opportunities to consider texture and tone in painting portraits. Older pupils have explored shape and form by using the digital camera to look at objects from different viewpoints. Year 3 pupils have painted in the style of other artists such as Henri Matisse. Other pupils have explored the work of Kandinsky by using an ICT art and graphics package. Much of the work on display in the school is on a small scale.
56. In **design and technology** the curriculum is underpinned by a detailed scheme of work and good curriculum planning. The pupils increase their experience of designing and making a range of products as they move through the school. The younger pupils have designed coats and have used tissue paper, paint and an ICT art package to complete their products. Junior

pupils have designed and printed fabric; designed and made wheeled vehicles, picture frames, and puppets. The school has an appropriate range of resources to implement fully the planned curriculum. In discussion with pupils, it was apparent that they seldom considered how they could have improved their plans and products.

57. In **physical education**, a very good dance lessons was observed in Year 4 that enabled the pupils to exceed the standards expected for their age. In groups, the pupils improvise different parts of a story and then put together a sequence of movements, mime and interpretation using a narrator to tell the story. They made very good progress because the teaching was highly effective. Across the school, provision is broad and balanced and is satisfactory overall. The school is currently hoping to provide more opportunities for the pupils to participate in sports and competitive games. Resources are satisfactory and the school provides a full programme of physical education for all the pupils which includes swimming for older junior pupils.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Standards in music have risen since the last inspection
- The curriculum is underpinned by a good scheme of work
- Resources are very good
- The quality of teaching in the junior years is good

Commentary

58. Two music lessons were observed in junior classes. Standards are average by the end of Year 6. In the Year 4 lesson seen, the pupils learned to sing a Christmas calypso with good phrasing. The pupils enjoy singing and they sing well in lessons and in assemblies. They demonstrate good control and accurate pitch. In a Year 6 lesson, the pupils with special educational needs were supported well by the teaching assistant who helped them structure their own improvised music compositions. Opportunities were provided for the pupils to listen and respond to processed sounds from a synthesiser. The pupils were keen to discuss technical terms such as 'remix' and 'bass' and 'layered sounds'.
59. The teaching seen was good and was underpinned by secure subject knowledge. The teaching was also characterised by an enthusiasm for music and this was communicated very well to the pupils. Lessons were structured well by providing effective instruction and also opportunities for pupils to sing and develop their own musical compositions. The curriculum is underpinned by a comprehensive scheme of work for music and good curriculum planning. A room has been set aside for music and houses a wide range of pitched and non-pitched percussion instruments and keyboards. All the instruments are made accessible to the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

60. No judgements are made about overall provision in this area as only one lesson was observed in Year 6. The analysis of pupils' previous work in a range of subjects related to the humanities, religious education and the creative arts shows that teachers set high expectations for behaviour and attitudes in lessons and this helps the pupils to conduct themselves well in and around the school. Religious education lessons and class discussions are carried out in other subjects that enable the pupils to develop a respect for other people's views. The large majority of pupils respond well to social issues such as the preservation of the environment or moral discussions about how society can help the poorest and most vulnerable members of our communities. Health education is taught well in

science and physical education lessons, as well topics about healthy living, the body and exercise. Year 6 pupils were observed making good progress learning how best to cooperate with school rules. Inclusion was emphasised as they discussed different ways of cooperating at break-times. The pupils' work in other subjects also shows how they learn about different faiths and cultures. This helps to foster a better understanding of different cultures and the way that people in other parts of the world cope with very different climates and life-styles.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The Effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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