

INSPECTION REPORT

**ST MARY'S AND ST PETER'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Teddington

LEA area: Richmond - Upon - Thames

Unique reference number: 102917

Headteacher: Mr J Logan

Lead inspector: Mrs L Brackstone

Dates of inspection: 16th – 18th September 2003

Inspection number: 257816

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	324
School address:	Somerset Road Teddington
Postcode:	TW11 8RX
Telephone number:	(0208) 943 0476
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr S Knight
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in part of an attractive outer London borough that includes owner-occupied homes and small pockets of council accommodation. Most children live in the local community and come from a range of backgrounds. The school has doubled in size since the last inspection and is now a large primary with 324 pupils. Only about seven per cent of pupils are eligible for free school meals and this is below average. Nearly all pupils are of white UK heritage although there are a small number of Black African or Caribbean and Asian pupils. Only three per cent of pupils are at an early stage of English language acquisition and this is below average. There are 13 per cent of pupils who have been identified with special educational needs and this is below the national average. The range of needs includes behavioural or speech problems or hearing and visual impairment problems. Five pupils have statements for special educational needs. Children start school on a part-time basis at the beginning of the academic year that they will be five. Most have attended the pre-school, which is sited adjacent to the school. Attainment on entry is as expected for their age group. At the time of the inspection the new headteacher had been in place for two terms and there had been nearly a complete turnover of staff since the last inspection. The inspection took place during the second full week of the new academic year during a spell in the weather that was warmer than normally expected for the time of year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	Foundation Stage English Special educational needs English as an additional language
11096	Mrs M Davie	Lay inspector	
20614	Mr D Kimber	Team inspector	Science Information and communication technology Geography History
15011	Mrs M Wallace	Team inspector	Mathematics Art Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which provides a good standard of education. Standards achieved are satisfactory and everyone is fully involved in all aspects of school life. The curriculum provided is of a high standard and the quality of teaching is good. Leadership and management are also good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in art are **well above the expected level**. Standards in mathematics, science and music are **above expectations**.
- The overall quality of teaching and learning is **good**.
- Opportunities for visits and activities for all pupils outside of school lessons are **very good**.
- The new headteacher, his deputy and key staff lead and influence staff well. Management by the senior team and the governors is **good** because they are **very** strongly committed to ensuring that all individuals are fully included in school life and pupils' views are very actively sought.
- Links with parents are **very** good and this makes a significant contribution to pupils' learning.
- The accommodation is of **very** high quality and resources are **good**.
- Current standards in English are **satisfactory**. Handwriting skills are inconsistent, independent writing underdeveloped and research skills not used well enough to promote learning in other subjects.
- Whilst overall assessment procedures are **satisfactory**, they are not used well enough to plan for the needs of all individuals.

The school has tackled most of the areas for development identified in its previous inspection. The new co-ordinators are developing procedures for guiding and checking the work in their subjects and governors are now more involved in school development issues. Overall systems for checking on pupils' standards of work remain inconsistent. Most other aspects of school have been well maintained except for attitudes, behaviour and personal development, which although satisfactory, are not as good as at the time of the last inspection. In the light of the number of staff changes, the school has made satisfactory progress.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A*	A
mathematics	A*	A*	A*	A
science	A*	A*	A*	A

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

Currently, all pupils achieve satisfactorily throughout the school. In the 2002 Year 6 cohort, pupils' achievement was in the highest five per cent of results nationally in English, mathematics and science. However, in the most recent test results of 2003 there was a slight decrease in English and science but an increase in mathematics. The decrease in English and science can be explained because one-third of pupils were on the special educational needs register for language difficulties. In the Year 2 cohort for 2003, standards were not as high as 2002 because a significant proportion of pupils used English as an additional language. However, in both year groups achievement was satisfactory in relation to their prior attainment.

Children enter school with standards as expected in all areas of learning, except mathematical development and speaking skills, which are **good**. They make **satisfactory** progress during their time in the Reception class and achieve the expected levels in all areas of learning except mathematics and speaking skills, which exceed expectations. In the current Year 2, standards are **good** in mathematics but **as expected** in reading, writing and science. In the current Year 6 class, standards are **good** in mathematics and science but **as expected** in English. Throughout the school standards are **good** in music and **very good** in art. In all other subjects they attain the **expected** levels. Extended writing skills are underdeveloped and this prevents good achievement being made in subjects such as history, geography and design and technology.

Although the school has identified gifted and talented pupils, there was no evidence to suggest that the school plans specifically for these pupils in class lessons. Therefore, no judgement could be made on their achievement.

The pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted satisfactorily. Provision for spiritual, moral and cultural development is **satisfactory**. Provision for social development is **good**. Pupils have **satisfactory** attitudes to school and the vast majority behaves **appropriately**. However, a small, but significant, number of pupils are not achieving as much as they should because of unsatisfactory behaviour and a lack of self-discipline. Attendance is **satisfactory overall** but too many families take their children out of school during term time for holidays.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall. It is good in the Foundation Stage and in Years 3 to 6. It is satisfactory in Years 1 and 2. Equality of opportunity is promoted very well. Teachers and classroom assistants encourage pupils well through a good range of teaching methods. Homework is used well to promote learning but procedures for checking on pupils' work are not used consistently throughout the school. Very good learning opportunities within the curriculum enhance learning. For example, they regularly visit museums and galleries. Accommodation and resources contribute greatly to learning. Links with other schools are good and enhance the curriculum. The good provision for pupils with special educational needs and those for whom English is an additional language enables them to achieve appropriately in relation to their prior attainment.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the new headteacher, his deputy and key staff is good and management is effective. Governors are well informed and use their expertise well to support the management of the school. Subject responsibilities are new and the school's evaluation of its performance is at an early stage of development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have **very positive** views of the school. They are very pleased with the range of activities on offer and feel that any problems they might have are dealt with fairly.

IMPROVEMENTS NEEDED

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

- Introduce the consistent teaching of handwriting skills and develop independent writing and research methods.
- Ensure that the information gained from checking on pupils' work is used to meet the needs of individual pupils.
- Ensure that the governors' annual report to parents contains all the required information.
- Include evaluative comments on all National Curriculum subjects in reports to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is **satisfactory**. It is satisfactory in the Reception class, in Years 1 and 2 and in Years 3 to 6.

Main strengths and weaknesses

- Pupils attain above national expectations in mathematics, science and music. Achievement is good.
- Attainment in art is well above national expectations and achievement is very good.
- Pupils attain the expected levels in English, history, geography and design and technology. Achievement is satisfactory. This is because handwriting skills are not consistent and not enough use is made of extended writing activities to enhance the learning in these subjects.
- No differences are noted between the achievements of different groups of pupils or between boys and girls.
- Pupils could make better achievement in physical education.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2002¹

Standards in:	School results	National results
English	30.8 (29.4)	27 (27)
mathematics	30.4 (30.0)	26.7 (26.6)
Science	31.6 (31.5)	28.3 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

1. Attainment on entry into school is variable but overall it is as expected for this age group, except in mathematics and speaking skills, which are good. Attainment at the end of Reception meets the expected levels by the start of compulsory schooling in all areas of learning except mathematics, which exceeds expectations. Overall, achievement is satisfactory during their short stay in the Foundation Stage because the attractive and well-resourced environment and the good quality of teaching have a positive impact on the development of skills.
2. The results of the 2002 national assessment tests for pupils in Year 2 showed that pupils achieved results that were well above average in reading, writing and mathematics. In comparison to similar schools standards were well above average in mathematics and above average in reading and writing. The preliminary results of 2003 indicate that standards are good in reading, mathematics and science but satisfactory in writing. Consistent handwriting styles and independent writing skills have not been sufficiently emphasised and this has a negative impact on attainment. The trends for the current Year 2 remain good in mathematics and reading but satisfactory in writing and science.
3. Trends over the past three years in Year 6 indicate that for English, mathematics and science achievement was above the national average. The results of the 2002 national assessments for pupils in Year 6 show that standards in English, mathematics and science were in the highest five per cent of schools nationally. When compared to similar schools they were in the highest five per cent in English with results very high in mathematics and science. Both boys' and girls' results exceeded the national average in all three subjects. Statistical evidence indicates that girls performed even better than boys in mathematics. Preliminary results of 2003 in mathematics and science indicate that very good levels have been achieved in mathematics and science. However, whilst reading standards have remained high, writing results are as expected. This reflects the fact that one-third of pupils in the 2003 cohort had specific language linked difficulties.

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 are 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

4. Inspection findings indicate that standards in Year 2 are good in speaking, reading and mathematics but satisfactory in listening skills, writing and science. Letter formation is inconsistent and this impacts negatively on other curriculum areas. Pupils' independent investigative skills in science are also not fully developed and, at times, the overuse of worksheets does not promote maximum achievement. Standards in the current Year 6 are good in speaking, reading, mathematics and science. They are satisfactory in writing and listening skills with a small number of pupils in this year group identified with weaknesses in literacy skills. Good use is made of mathematics across the school.
5. In both Years 2 and 6 current standards in information and communication technology meet the expected levels. However, achievement in this subject could be higher if more opportunities were planned for pupils to make further use of their skills across the curriculum. Inspection findings indicate that there is no significant difference between the achievement of boys and girls.
6. Standards in art are well above the expected level for pupils throughout the school and this is because the quality of teaching and the provision for the subject are of high quality. The good quality provision and high quality of teaching in music result in good standards across the school. Standards in history, geography and design and technology are as expected. However, achievement in these subjects could be higher if extended writing skills were developed more across these curriculum areas. Standards achieved in physical education meet expectations but could achieve better standards if teachers' subject knowledge was more secure.
7. Pupils with special educational needs and those for whom English is an additional language receive good support. They are suitably challenged with individual education plans clearly indicating appropriate expectations. Consequently, they achieve satisfactorily in relation to their prior attainment. There is no difference in the attainment of the Black African, Caribbean and Asian pupils.

Pupils' attitudes, values and other personal qualities

Attendance rates are **satisfactory** and parents make good efforts to ensure their children get to school on time. Pupils' attitudes to the school, including those of the youngest children, are **satisfactory**. Their behaviour is also **satisfactory** and there have been no recent exclusions. Provision for pupils' personal development is **satisfactory**. Provision for social development is **good**. Provision for spiritual, moral and cultural development is **satisfactory**.

Main strengths and weaknesses

- The school makes good efforts to improve attendance.
- Pupils are confident.
- The school promotes racial harmony well.
- Good opportunities are provided to help pupils learn to take responsibility and Year 6 enjoy helping around the school.
- School councils provide good opportunities for pupils to discuss issues that concern them.
- A small, but significant, number of pupils are not achieving as much as they should because of unsatisfactory behaviour and a lack of self-discipline.
- Although provision for cultural development is satisfactory, the school could make better provision for preparing the pupils to live in a multicultural society.

Authorised absence		Unauthorised absence	
School data	4.7 %	School data	0.6 %
National data	5.4 %	National data	0.5 %

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

Commentary

8. Attitudes and behaviour have declined since the last inspection. This is a result of the growth of the school, a differing make-up of school population and significant staff changes over the past year. The new headteacher is making good efforts to reduce the amount of unauthorised absence, resulting largely

from parents taking their children on holidays during term time. Despite this, the amount of unauthorised absence has risen slightly over the past year.

9. Provision for spiritual development is satisfactory. Pupils are positive about school because they feel that their teachers value them and are always willing to help them. All pupils are fully included, really like their school and when asked what they like most, say, it is because it is friendly and caring. However, opportunities to develop spiritual awareness are not systematically planned throughout the school. Consequently there are missed opportunities for pupils to develop an awareness of their own and others' beliefs in both assemblies and lessons. For example, in an assembly observed, a positive atmosphere was established through the use of candles. However, the actual focus was unclear and failed to really motivate the feelings of the pupils.
10. Provision for social development is good. The class and school council are a good example of how the school gives pupils opportunities to share their opinions about issues that matter to them. For instance, pupils were particularly pleased that suggestions they made about recycling paper were acted upon. They work together well in lessons. This was shown in a Year 3 personal, social and health lesson where pupils of differing abilities were carefully paired to keep the pace of the session up. As a result, they helped each other get through their work quickly and were able to spend more time in discussion.
11. Provision for moral development is satisfactory. Most pupils behave well around the school and playtimes are generally sociable. In lessons, their attitudes are usually positive, they are interested in their work and therefore usually achieving as well as they should. For example, in a Year 5 computer lesson pupils learned well because good routines and high expectations were established early on, which led them to listen carefully and focus on their work enthusiastically. Pupils feel valued because their views are regularly sought and appreciated. For example, their opinions are being sought about the redevelopment of the wildlife area. However, there are a small, but significant, number of pupils throughout the school whose behaviour is unsatisfactory in lessons. They call out answers without being asked, chat with their friends when they should be working and are occasionally rude, ignoring or talking over their teacher.
12. Provision for cultural development is satisfactory and is enhanced by many outings to galleries and regular work with local artists. This has led to pupils achieving well in art throughout the school. Whilst the oldest pupils show they are developing a good understanding of the need for racial tolerance, not enough is done to prepare pupils for life in a multicultural society. For instance, they do not discuss in sufficient depth different customs and beliefs from around the world.

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	201	0	0
White – Irish	1	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0

Chinese	4	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	83	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

Teaching and learning

The overall quality of teaching and learning is **good**. For children in the Reception classes it is **good**. In Years 1 and 2 it is **satisfactory** with some instances of good and very good teaching in Year 2. In Years 3 to 6 it is **good** but there are some very good elements to the quality of teaching in Year 6. Most teachers assess work **satisfactorily** but do not use the information gained enough to plan for suitable work or inform other teachers as they pass through the school.

Main strengths and weaknesses

- Equality of opportunity is promoted very well.
- Teachers encourage and engage pupils well.
- Effective use is made of a range of teaching methods and resources.
- Teaching assistants are used well, particularly to support pupils who have special educational needs and those for whom English is an additional language.
- Teachers generally have a good command of the age group they teach.
- Homework is used well to promote learning.
- Assessment procedures are not used consistently through the school to ensure that the needs of individual pupils are being met.

Commentary

13. At the time of the inspection significant change of teachers had taken place; three teachers were newly qualified, one member of staff was new to the school, several staff had only been in post for a few months and some had changed age ranges. The term was only in its second full week and this accounts for the very small number of unsatisfactory lessons that were observed. The new headteacher and his deputy are well aware of what procedures need to be put in place for support and it was not considered a major issue by the team. Taking into consideration the very high turnover of staff and the high number of newly qualified teachers, teaching is similar to that recorded at the time of the last inspection.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (16%)	15 (40%)	14 (39%)	2 (5%)	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.

12. Equality of opportunity is promoted very well. Pupils feel that they are *'treated very well'* by staff who are *'kind and considerate'*. Both activities within school and extra-curricular activities are open to both boys and girls and equipment shows no bias towards a particular gender. Pupils with physical disabilities are fully included in all aspects of school life, including school visits. Teachers use a very good range of resources to ensure that these pupils are able to work independently and collaboratively with each other. This was evident in a Year 3 computer session when pupils were sorted into pairs and it was explained that all would be contributing to a class book.
13. Teachers encourage and engage pupils well. Throughout the school they make good use of questioning skills to encourage and maintain pupil involvement. Most lessons are made interesting and this helps them to be interested in their learning. In a Year 2 science lesson the teacher involved the pupils very well by encouraging them to observe the similarities and differences in their facial features. Teachers

praise their pupils well and this helps them to feel confident. This was evident in a Year 4 mathematics lesson where praise sustained a greater interest in the pupils' learning.

14. Effective use is made of a range of teaching methods and resources. Teachers introduce their lessons well and most clearly explain what is required of the pupils. Expositions are often lively with staff making very good use of voice projection and intonation. In a Year 3 literacy lesson the teacher developed a good learning environment through the very skilful use of vocal expression. Resources are well used to help pupils engage in their learning and concentrate effectively. In a Year 6 history session two visiting speakers were invited to talk to the class about their experiences of being evacuees during World War Two. The pupils developed their understanding of the period well and this promoted a good learning experience.
15. Teaching assistants are used well, particularly to support pupils who have special educational needs and those for whom English is an additional language. Teachers brief them well and this ensures that the pupils are helped to achieve as well as the other pupils in the class. Teachers work very closely with the local borough council's support network for pupils with English as an additional language and this enables staff to develop their knowledge and skills.
16. Teachers generally have a good command of the age group they teach. Reception class teachers have a good understanding of the varying needs of these young children and work well to provide a stimulating environment that is firmly rooted in the Foundation Stage curriculum. Equal value is given to both the indoor and outdoor learning areas, which shows good teacher knowledge. Teaching in Years 3 to 6 indicates good subject knowledge. Modelling on the white board at the start of the session indicates that they understand well what they are teaching and this enables the pupils to acquire the skills identified.
17. At the meeting with parents prior to the inspection concerns about homework were raised. However, inspection findings indicate that homework is used well to promote learning. Evidence from homework books over time indicates that pupils are given a good range of homework activities to carry out which have been linked well to consolidate the knowledge and skills gained in class.
18. Assessment procedures are not being used consistently through the school to ensure that the needs of individual pupils are being met. Recording systems do not always enable the identification of individual progress to be monitored regularly and are not always updated and used to inform future planning. This means that the systematic assessment and progression of skills across the school cannot be guaranteed. Targets set for each pupil are not yet having an impact on standards because they are in the early stages of development and not all of them are sufficiently well focused to ensure that pupils know exactly where and how to improve their work. Some good examples of marking were evident but it is inconsistent throughout the school.

The curriculum

Overall the curriculum provision is **good** and meets all the statutory requirements. The wide variety and range of school visits, visitors and extra-curricular activities are **very good** and further enhance learning. The quality of resources is good whilst the accommodation is **very good**. These all contribute to the standards achieved by pupils.

Main strengths and weaknesses

- Accommodation and resources contribute greatly to learning.
- There is very good provision for equal access to the curriculum.
- Provision for pupils with special educational needs is good.
- Arts provision is very good and sports are developing well.
- The time span for some lessons is too long and reduces the pace of learning.
- Opportunities are missed for independent enquiry in some subjects.
- There is irregular progression in the acquisition of skills in some subjects.

Commentary

19. The quality and range of learning opportunities provided are satisfactory overall, but pupils' learning is greatly enriched by visits to museums, galleries and by visitors coming into school.
20. Provision for the arts is a strength of the school and this has been recognised through the award of a nationally recognised status. Parents have expressed the view that there were insufficient sports opportunities in school. The school has responded positively to this and there is now a wide range of activities such as rugby, tennis and netball. Pupils speak enthusiastically about the range of after school activities and the school encourages all pupils from Years 1 to 6 to participate where appropriate.
21. The National Literacy Strategy and National Numeracy Strategy are used effectively to support learning in English and mathematics. National curricular guidelines provide the basis for planning in many other subjects. However, termly plans in some subjects, such as history and geography, do not include sufficient detail to ensure a consistent progression of skills as pupils pass through school and this has a negative impact on achievement.
22. Pupils with special educational needs are well provided for. The school has recently changed its approach to creating individual education plans, which are now written in conjunction with pupils and have manageable steps that can be evaluated easily. This has a positive impact on achievement.
23. The length of time allowed for some literacy and numeracy lessons is unnecessarily long. This can contribute to a reduction of pace and thus less effective teaching and learning. In some subjects, such as humanities and science, opportunities are missed for providing pupils with more experience of independent enquiry and investigation.
24. There are some good examples of cross-curricular links being made which help pupils' learning. For example, a science lesson in Year 2 involved mathematics and art as pupils drew their faces and measured their height. There is successful application of information and communication technology skills in subjects such as art and to support research using the Internet, but the school is aware of the need to extend its use more widely across the curriculum.
25. Facilities such as the computer suite, the music room and atrium contribute to the very good quality of accommodation, which greatly enhances the pupils' learning environment.

Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are good. The support they are given as a result of monitoring their work is **satisfactory**. **Very good** systems are in place to seek and act upon their views.

Main strengths and weaknesses

- There are effective arrangements to deal with accidents and emergencies.
- Child protection procedures are effective and in line with locally agreed arrangements.
- Pupils with special educational needs are supported well.
- Pupils' understanding of healthy life styles is promoted well.
- Good induction procedures for pupils who join school at other than normal times.
- Assessment arrangements are not consistent throughout the school.

Commentary

26. The high level of care ensures pupils feel safe and secure and supports their learning well. Children new to the school are well supported by a welcome booklet. It is also translated into community languages for pupils using English as an additional language. Health and safety requirements are fully met and pupils are well supervised both at work and play. The school grounds and equipment are safe and checked regularly. Staff in the Reception classes are particularly vigilant about helping the youngest children to feel secure, by making sure they know that if they feel overwhelmed in the playground, one of them will always be close by to help. Child protection arrangements are effective as all staff are trained and up to date with procedures.
27. The arrangements for assessing pupils' attainment and progress are satisfactory. However, the information gathered is not used well enough to make sure that the school is providing targeted support

for all groups of pupils in order for them to achieve as well as they should. For instance, optional tests at the end of Year 5 indicated that a significant proportion of pupils were not achieving the expected levels in English. However, although the school referred to the introduction of booster classes later in the academic year, insufficient day-to-day organisation had been planned for these pupils. In a lesson observed in the lower part of the school it was also evident that assessment information was not being used to provide work for the more capable. As a result, the work given was far too easy and consequently the pupils became restless, chatty and lost concentration.

Partnership with parents, other schools and the community

Partnership with parents is **very good** and there are **good** links with the community and other local schools, which support pupils' learning well.

Main strengths and weaknesses

- The school involves parents well through seeking and acting on their views.
- Parents and the community have a high regard for the school.
- A very good prospectus gives prospective parents a good introduction to the school.
- The school provides good information to parents.
- A very high level of support from parents has a very positive impact on pupils' achievement.
- Effective use is made of the community to support pupils' work in art.
- Effective links with other local schools support pupils' personal development well.
- Some reporting requirements to parents are not fully met.

Commentary

28. The school benefits greatly from the very high level of parental support it receives. Parents are always willing to help out and they make sure their children do their homework. They are very pleased with the provision the school makes for them. The Friends Association is very active and successful and makes a significant contribution to the quality of resources. The new computer suite, for example, to which they made a very generous contribution, now has enough computers for pupils to get plenty of hands on experience. Parents' views are regularly sought and used to help improve provision for pupils. For example, a very popular breakfast and after school club is well established and the range of extra-curricular activities has recently been extended.
29. Links with the community and other local schools are good and support pupils well. Their personal development benefits from working together with a local secondary school on a project in design and technology to broaden their skills. Frequent visits to museums and work with professional artists make a very effective contribution to the artwork within the school. Close links with the neighbouring pre-school ensure that the youngest children transfer to the Reception classes with confidence.
30. Letters to parents are well presented, clear and informative. The prospectus has been rewritten by the new headteacher and provides prospective parents with very good information about what the school has to offer their children. It makes a very good initial impression of the school. Annual written reports on progress are satisfactory as they give parents a useful overview about how well their child has done during the year. This is also helpful in setting individual targets, but the reports do not meet statutory requirements because they do not report on every subject of the National Curriculum as is required. For example, all subjects within the humanities curriculum are regularly reported on together. The Governors' annual report is missing a lot of required detail, for example, about pupil absence rates and the professional development undertaken by staff and is therefore not an effective means of keeping parents informed about school life.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The school is **well led** by the new headteacher, key staff and governors. He and his deputy headteacher, who is a very competent primary practitioner, are developing **good** strategies to develop their committed team. Governors use well their own professional expertise to advise and challenge the school.

Main strengths and weaknesses

- The headteacher, senior staff and governors are committed to fully including all individuals in the life of the school.
- Staff and governors are very supportive of the new management structure.
- The deputy headteacher is a very experienced and talented primary practitioner who works very well with the new headteacher.
- Teachers have very recently taken on a range of subject co-ordinator responsibilities so these roles are not as yet well established.
- Governors feel much more involved in school matters. They are knowledgeable about the school's strengths and are developing an understanding of its weaknesses.
- The process of self-evaluation is at an early stage of development.
- Governors have omitted a number of items from their report to parents.

Commentary

31. Over the past two terms the headteacher has successfully created a team around him who share a common sense of purpose and are committed to running a fully inclusive school. He works extremely well with his deputy and together they have created staff teams, who although at a very early stage of development, have shown that they are capable of motivating and influencing their colleagues by leading in their specific curriculum areas. This is a very good improvement since the last inspection when subject responsibility was judged to be limited. The detailed school improvement plan has been carefully drafted to take account of the next three years and this indicates good vision and purpose by the senior management team.
32. The management of the school is good. Performance management procedures are securely in place. New staff feel well supported with workloads carefully managed. The school makes a very good contribution to initial teacher training.
33. The school day runs smoothly with clear procedures securely in place. Budgets are appropriately set with the money held over from the previous financial year being set aside for the development of the 'Atrium' as an additional area of accommodation for learning purposes. Finances are managed efficiently and effectively and the deployment of resources discussed and agreed with senior management. The school provides good value for money.
34. At the time of the last inspection it was felt that the governors did not reflect critically enough on school development. The governance of the school is now good. Since the appointment of the new headteacher, governors now feel much more informed on school matters and are involved in planning for its future. They feel confident both challenging and supporting senior management decisions and this is a good improvement since the last inspection. However, a number of statutory requirements are missing from the governors' annual report to parents.
35. The increase in the size of the school, the significant turnover of staff and the wider range of abilities in the different cohorts mean that the amount and quality of data that has been collected in the past are no longer sufficient to use for self-evaluation purposes. The new senior management has identified the need to develop more consistent methods for pupil tracking and assessing in all subjects but the school's self-evaluation process is currently at an early stage of development. However, the school is well placed to continue with its improvements because of the inclusive approach of the school, the commitment of the governors, the rich resources and the very good involvement of the parents.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	851,547
Total expenditure	871,906
Expenditure per pupil	3,111

Balances (£)	
Balance from previous year	93,966
Balance carried forward to the next	73,607

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in Reception is **good**.

36. Children start Reception, initially on a part-time basis, at the start of the academic year in which they will be five. Attainment on entry is broadly in line with expected levels for this age group in all areas of learning, except mathematical development and speaking skills, which are good. The children achieve satisfactorily during their time in the Foundation Stage because they do not have a full year in Reception. They start Year 1 of the National Curriculum with standards as expected in all areas of learning, except mathematics and speaking skills, which exceed expectations.
37. There is a good induction process that includes visits to school in the summer term prior to starting and information meetings for parents. Parents feel welcome in school and consider they receive good quality information. The children take books home to share with their parents and enjoy reading books at home. Teaching in the Reception classes is good and the curriculum is carefully based on the recommended areas of learning. Staff clearly understand the need to establish firm guidelines but still relate to these children in a warm and friendly manner. The accommodation and resources are good and have a positive impact on the children's achievement. The co-ordinator for the Foundation Stage has very recently taken on this role but has a very good understanding of best early years practice and is keen to become more involved with the pre-school on site. Provision for the Foundation Stage has improved since the last inspection when it was felt that planning was not closely aligned to the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good with an appropriate balance between teacher directed lessons and opportunities for children to choose activities for themselves.

Commentary

38. Children enter school with a wide range of social skills. Overall these are no higher than might be expected for children of their age. A significant minority have immature skills in personal and social development. They play in a self-absorbed way with limited talk or interaction with other children. Some other children are more confident and are ready to voice their ideas and opinions. However, frequently this is done with little feeling, or awareness, of others around them. Children achieve satisfactorily and by the time that they are ready to start Year 1 standards in this area of learning are as expected.
39. Staff provide very good role models. They work well together as a team to provide a calm and secure learning environment. This helps children to settle into school and helps build their confidence and ability to adapt to others around them. Teachers and support staff all provide a variety of interesting activities to engage children's concentration and imagination. Adults successfully lead small group activities. They are successful in helping children grow in confidence to respond to them and other children. Teachers also intervene well with groups of children at play. They talk to them, introduce new ideas and this often sparks off more talking between the children themselves. However, there are also good opportunities provided for the children to choose activities for themselves and this helps them to learn to share resources with their friends.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide interesting opportunities for the children to develop their communication skills.

- Letter formation is not taught consistently.
- Children are not encouraged to write independently early enough.

Commentary

40. Children start school with well-developed speaking skills but attainment in listening, reading and writing are as expected for this age group. They make satisfactory progress in the Reception class and overall meet the required levels by the time they start Year 1 of the National Curriculum. Speaking skills remain above expectations.
41. Teaching is satisfactory overall. Many children arrive at school able to communicate in some way using pen and paper. Teachers provide writing areas and this helps them develop writing for a purpose. However, a significant number of children confuse capital and lowercase letters and teachers do not correct this soon enough. Consequently, the children continue to write in this format in Year 1 and further up the school. There is also a tendency for the children to copy sentences created by teaching staff and this fails to develop their independent writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.

Commentary

42. Most children enter school with mathematical skills that are above those expected. In the first few weeks of school many children count objects accurately and identify basic shapes. By the end of Reception they have achieved standards above those expected for their age.
43. Good teaching ensures children continue to make good progress in this area of learning. Teachers plan interesting activities that encourage children to achieve well and develop their mathematical skills. Children reinforce their recognition of numbers making play dough, birthday cakes and decorating them with candles. All adults use questions well to encourage, extend and reinforce learning.
44. Most children know and identify basic shapes and knowledge of mathematical terms is good for their age. Children know the difference between a pair of shoes and a pear that you eat. They make good progress identifying groups of pairs of shoes for example they know four pairs contain eight shoes. Singing number action rhymes are well used to reinforce number work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good.
- Children are enthusiastic and enjoy the activities provided for them.

Commentary

45. Most children enter the Reception class with a satisfactory level of general knowledge. They achieve satisfactorily and attain the expected levels by the time that they are ready to start Year 1. The attractive learning environment and the good support and care of the teachers and adults in their class, help them to build successfully on this. The children share their ideas about the seaside and going on holiday. They develop their ideas and vocabulary of places, transport and travel. This helps them increase their knowledge of the natural world. They also enjoy learning about trees, fir cones and

conkers, which links to their work on texture and materials. Children also develop satisfactory computer skills. Teachers provide stimulating activities and topics for investigation by the children.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities to develop climbing skills.

Commentary

46. Children enter Reception with physical skills expected for their age. They hold pencils and crayons with confidence and appropriate grip. The children are encouraged to develop their physical skills because teachers plan an appropriate range of activities. Children select and place shapes in the correct space and they develop their hand strength and control by squeezing, rolling, pressing and shaping play dough.
47. The climbing equipment in the hall and in the secure outdoor play area provide good opportunities for children to develop their confidence and ability to climb, swing, clamber and slide. There are appropriate opportunities for children to develop their ability to ride tricycles and develop their co-ordination and control. Children develop ball skills well, but opportunities to develop their balancing skills are less well developed. Achievement in this area of learning is satisfactory and standards are as expected by the end of Reception.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Opportunities to experience a good range of resources and materials.
- Teaching is good.

Commentary

48. Children demonstrate well-developed skills in the quality of their artwork and paint attractive and skilful pictures of themselves using a wide range of colours. Photographic evidence shows good opportunities for children to develop their design and creativity skills using bricks and boxes to build fairy tale castles.
49. Children enjoy singing and most know the words of the birthday song. Teaching is good and children learn a range of songs quickly. Children achieve satisfactorily and quickly learn simple movement actions to accompany the singing. Teachers and adults seize every opportunity to reinforce learning with simple songs and actions.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Attainment in speaking is good throughout the school.
- Pupils read widely at the top end of the school.
- Reading materials are of good quality.
- Pupils are not using their writing skills to develop fully their literacy skills.
- Weaknesses in handwriting are not systematically corrected.

Commentary

50. Standards in Year 2 and Year 6 are better than expected in speaking and reading but as expected in listening and writing. Pupils are articulate speakers who are confident oral presenters. In Year 2 they read a poem out in assembly, which asks *'Why is there only one of me'* using clear diction and expression. However, although listening skills are broadly satisfactory, many pupils do not listen as well as they can speak. This does represent a decline since the last inspection but is a reflection of the much larger cohorts with a wider range of abilities. There are no differences noted between particular groups of pupils.
51. Pupils make good progress in reading, using high quality books, as they move through the school. In the current Year 2 the pupils are working hard to decode unfamiliar words, but do not, as yet, read with fluency and expression. By Year 6 the pupils are able to discuss a wide range of different authors and explain their preferences between story and fact books. This is a good improvement since the last inspection.
52. Attainment in writing is as expected. By Year 2 pupils have a growing understanding of the use of sentences but there is a tendency for the overuse of connectives such as *'and'*. Handwriting is frequently untidy with a mixed range of capital and lower case letters. By Year 6 pupils write for a range of purposes such as autobiographies, adverts and play-scripts. However, there is minimal evidence of pupils working at a higher level than as expected. Handwriting is not consistently joined and fluent and this represents a decline since the last inspection.
53. Teaching is satisfactory overall although some good lessons were observed during the inspection. Teachers take every opportunity to develop the pupils' speaking and listening skills. They use both interesting and technical vocabulary to promote pupils' interest in new words. Teachers' marking is supportive, but, although there are some examples of good practice, it is not always made clear what is good about their work and how it could be improved. Pupils with special educational needs and those for whom English is an additional language are well supported in English lessons by teaching assistants and this enables them to make steady progress and achieve appropriately. Less capable pupils have the opportunity to attend a local summer school for additional support. However, despite the introduction of a published scheme of work, teachers do not teach handwriting systematically nor check that letters are consistently formed.
54. At the start of the new academic term the previous English co-ordinator for Years 1 and 2 took over management of the subject throughout the school. She has a particular expertise and has already

identified the need for greater consistency in handwriting and a more systematic approach to extended writing. As yet, monitoring procedures are underdeveloped but there are plans in place to rectify this.

55. Improvement since the last inspection is difficult to judge because the characteristics of the school have changed considerably. However, satisfactory development has taken place in relation to its context.

Language and literacy across the curriculum

56. The National Literacy Strategy has been implemented well and adapted to support effective learning. Pupils take their books home regularly and benefit from different opportunities within school to read. However, not enough use is made of subjects such as history, geography and design and technology to develop independent writing skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Very good leadership.
- Good standards achieved throughout the school.
- Use of numeracy across the curriculum and pupils' ability to apply their mathematical knowledge in problem solving activities.
- Insufficient use of information and communication technology skills.
- Good teaching and learning.

Commentary

57. Current standards in Years 2 and 6 are better than expected. The quality of teaching in Years 1 to 6 is good and, as a result, all pupils are making good progress. Pupils with special educational needs and English as an additional language are well supported and consequently make the same progress as their peers. No differences were noted between boys and girls. There has been a rising trend in test results over the last four years and the school has exceeded its targets. The good teaching and pace contributes well to pupils' ability to quickly recall and calculate mental challenges using addition, subtraction, multiplication and division. Pupils are able to explain their different methods of calculation.
58. Teaching is good overall with instances of very good teaching. Teachers have secure subject knowledge and teach all aspects of mathematics progressively. They assess pupils' work and then use the results to group them for lessons. All pupils from Year 2 work in ability groups and this contributes to the high standards achieved. Very good teaching in Year 6 and high expectations encourage pupils to achieve well. Less capable pupils have the opportunity to attend a local summer school for additional support.
59. The two co-ordinators for mathematics are very good and manage the subject very effectively. They are both very good role models and set high standards in their teaching. Both co-ordinators have clearly identified areas for development and they have monitored teaching and learning. Parents are kept well informed through mathematics evenings and there is a helpful booklet for parents to help them support their children.

Mathematics across the curriculum

60. The National Numeracy Strategy has been implemented well and good use is made of mathematics across the curriculum. In science, pupils record their changing pulse rates and create graphs to show the effect of exercise on the body. However, there are missed opportunities to use information and communication technology skills for reinforcing their learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good attainment in Year 6.
- Pupils have good factual knowledge.
- Good leadership and management of the subject.
- Opportunities for pupils to work independently and develop their own investigations are limited.
- Some pupils have limited appreciation of fair testing.
- Links with information and communication technology are underdeveloped.

Commentary

61. Standards attained by pupils are as expected in Year 2 and above expectations in Year 6. Pupils achieve satisfactorily in Year 2 and achieve well in Year 6, where the pace of achievement appears to gather pace in the spring and summer terms just prior to the National Curriculum tests. This is because the pupils are given a great amount of revision work to help them perform well in the test papers. Overall standards have been maintained since the last report. Boys attain equally well as girls and pupils with special educational needs achieve well in relation to their prior attainment.
62. Teaching and learning are good overall and have been maintained well since the last inspection. As a result, pupils make good progress overall. Lessons are planned well. Teachers enable all pupils to be fully included in the learning, often through the organisation of the ways in which pupils work together, or by adapting the ways work is recorded by different groups of pupils. Pupils have a good factual knowledge of topics and confidently discuss aspects about living things and materials and their properties. However, in some classes the frequent use of worksheets limits pupils' experience of different ways of presenting their work. Similarly pupils have limited opportunities to develop their own investigations, suggest ways to approach a problem or set up a fair test. Often literacy skills are applied well in recording, but the use of information and communication technology and of mathematics, is underdeveloped. For example, limited use is made of data analysis using computer programs.
63. As at the time of the last inspection, science is managed well with teaching and learning supported positively through the school. The recently appointed subject manager displays a conscientious and knowledgeable approach and the ability to work with colleagues to sustain and build upon current standards in science. Staff value the shadowing and teamwork approach to managing the subject which has been introduced since the arrival of the headteacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good inclusion of all pupils in lessons.
- Very good accommodation and good resources.
- Good developments in the quality of teaching.
- School identification of information and communication technology as a curriculum focus in the school improvement plan.
- Good quality management being maintained by the recently appointed subject leader.
- Assessment procedures have not provided an ongoing record of pupils' progress.
- Information and communication technology skills are not used sufficiently to support pupils' work in mathematics and science.

Commentary

64. Standards of attainment observed during the inspection are as expected nationally in Years 2 and 6. At the last inspection, standards were also in line in both years. However, national expectations are now much higher than they were at that time. All pupils achieve satisfactorily, including those with special educational needs and those whose first language is not English. There is no significant difference in the achievement of boys and girls.
65. The quality of teaching and learning observed is good. It is evident that the quality of teaching has improved since the time of the last inspection. Some teachers have developed their own skills and

others, joining the school, often have very good levels of subject knowledge. Teachers explain clearly and review the lesson objectives with pupils and they engage all pupils well in the task, whether they are working independently or in pairs. This enables all pupils to develop their skills confidently and to enjoy their learning. The development of a new suite enables all pupils to be fully included in the sessions.

66. The management of the subject is good. The recently appointed subject leader has already shown initiative and has a good awareness of what is required to improve standards in pupils' learning, and of ways to support colleagues. Assessment booklets for each pupil have just been introduced and these will provide a clearer picture of the progress made by each pupil as they pass through the school. There is also the strong support from senior management to continue to strengthen provision in this subject across the curriculum.
67. Improvements in the quality of teaching, in accommodation and resources and in the effective rise in standards of work attained, all contribute to a good improvement in the quality of provision in the subject since the last inspection.

Information and communication technology across the curriculum

68. The school recognises the need to develop this area. There is satisfactory use of the application of word processing and Internet research skills, in some subjects such as history and English. Pupils also use graphics programs well to support their working in art. Although pupils apply computer skills in some topics in mathematics and science, overall there is insufficient use made of them in these subjects.

HUMANITIES

GEOGRAPHY AND HISTORY

Three lessons were seen in history, none in geography. Comments are based on these lessons, on an examination of pupils' work and on discussions with pupils and teachers.

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- Examples of good cross-curricular links being made in some topics.
- Insufficient opportunities for investigation and enquiry in both subjects.
- Strong dependence upon worksheets, which limits experience of different styles of presentation and recording.
- Insufficient development of termly planning to underpin the steady progression in pupils' acquisition of skills.

Commentary

69. Standards attained are as expected in both Year 2 and Year 6. This maintains the standards recorded in the last inspection report, which referred to the pupils making satisfactory progress. All pupils achieve satisfactorily, including those with special educational needs.

70. In the lessons seen, the quality of teaching and learning was good overall. They showed how cross-curricular links have a positive impact on learning. Year 6 pupils enjoyed learning about the Second World War, hearing from two visitors who shared their experiences as evacuees. There were also strong elements of English, information and communication technology and of personal and social development featured in the activities and included note taking, writing poetry, recording and discussion. Year 2 pupils, studying toys old and new, took part in activities that developed their skills of observation, measuring, recording and reasoning and thinking.

71. The leadership and management are satisfactory and national guidelines have been adapted to provide the basis for coverage in both subjects. The extension of termly planning to clarify the progression in skills development, such as map use in geography and the use of evidence including primary sources in history, is not fully developed. In some classes, there is too strong a reliance upon teacher directed activities, including the completion of worksheets. Pupils do not have appropriate opportunities to engage in enquiry, whether in whole class, small group or individual investigations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision for art and design is **very good**.

Main strengths and weaknesses

- The standards achieved throughout the school are very high.
- Pupils benefit from a rich arts curriculum.
- The quality of teaching is very good and the school benefits from specialist teaching and regular visits from professional artists.
- Clubs and art exhibitions enhance the provision very well.
- The use of computer skills is well developed.
- Art and design has a very high profile within the school.
- Pupils do not have their own sketchbooks.

Commentary

72. Standards are well above national expectations by the end of Years 2 and 6. There has been very good improvement in the quality of arts provision since the last inspection. Art and design has benefited from a high focus within the school. Pupils' artwork is appreciated and attractively displayed and contributes

to the quality of the school environment. The school has recently been awarded a national award for the arts. Pupils benefit from the many art projects organised within the school and the local community. Specialist teaching and frequent work with visiting professional artists contributes to the high standards achieved and very positive attitude pupils have about art and design. Pupils do not have their own sketchbooks and this is an area for development.

73. The quality of teaching is very good. Specialist teaching in Year 2 contributes to pupils' growing awareness of individual artistic styles such as the work of James Sowerby. The teacher's sensitive approach and enthusiasm for the subject contribute to pupils' growing ability to observe and appreciate natural objects.
74. Pupils achieve well in art and design especially in multi-media and three-dimensional aspects. The work is imaginative and reflects a high quality of creative ability. For example, Year 5 pupils have created wire flowers, a '*helter skelter*' and a three-dimensional cat and bee. There are very good opportunities for groups of pupils to co-operate and collaborate with each other to produce work such as the impressive blue whale.
75. Discussion with older pupils indicates very good knowledge of different styles of professional artwork and all pupils have a positive attitude to art and design. Professional artists' work is well used. For instance, pupils in Year 2 produce pictures in the style of Picasso, the standard of which is well above average. Year 6 pupils paint pictures in the style of Roy Lichtenstein and the way pupils capture the essence of the artistic style is impressive. The use of information and communication technology is used well to extend media used.
76. There are very good opportunities for pupils to evaluate their own work identifying what they like, dislike about their work and how they could make it better. The school regularly exhibits pupils' work in local galleries. Art and design makes a significant contribution to pupils' spiritual, moral, social and cultural development. This subject also has a good impact on other subjects within the curriculum.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- Links with other subjects are not well developed.

Commentary

77. Pupils achieve the standards nationally expected for their age. The school has identified the need for standards to be higher, particularly given the high standards in other related curriculum areas. At the time of the last inspection no overall judgement on standards was made so no comparisons over time can be made.
78. Discussion and scrutiny of work indicate that projects are often combined with art and consequently design technology does not have a clear identity within the school. The co-ordinator is new to the school and has already put measures in place to raise the profile of design and technology and to raise standards and expectation. There is a clear and realistic plan to develop the profile of design and technology. He is well supported by the new headteacher and senior management team. They are all eager to see design and technology make its own unique contribution to the curriculum.
79. Teaching and learning in the lessons observed were good. Teachers seized every opportunity to utilise language and reinforce awareness of individual differences and preferences. Pupils made good progress writing their own evaluations. Lessons were well organised and there were good opportunities for pupils to collaborate and co-operate with each other. Resources are adequate but not as good as in other areas.

MUSIC

Provision for music is **good**.

Main strengths and weaknesses

- Specialist teaching ensures pupils experience very good quality teaching.
- The standards achieved by pupils are high in all aspects of music.
- Good opportunities for instrumental tuition.
- Good opportunities for pupils to take part in concerts and develop their performance skills.
- The music room provides a very good space for children to enjoy a very good range of musical experiences.

Commentary

80. At the time of the last inspection no judgement was made on standards. However, current standards are better than nationally expected at the end of Year 2 and 6. Music has a prominent focus within the school and this contributes to the high standards achieved and the quality of the provision. Pupils benefit from very good specialist teaching. There is also a very good range of resources and a well-equipped music room, which impacts very positively on the standards achieved. Provision is enhanced by the good opportunities pupils have to learn to play a range of musical instruments, play in the school orchestra or sing in the choir. Pupils have regular opportunities to develop their performance skills in assembly and concerts within the school and community. The good provision for music has been recognised by an award of national status.
81. The quality of teaching is very good and has improved well since the last inspection. The specialist teacher makes the session fun and pupils quickly learn how to respond to different instruments and create musical patterns. The co-ordinator is new to the school but she is already establishing a firm base and identifies high expectations. She teaches all pupils in Years 3 to 6 and is an excellent role model.

PHYSICAL EDUCATION

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- The new co-ordinator has made a good start organising a range of well-attended extra-curricular clubs and activities for all pupils.
- Pupils could achieve better standards.
- Teachers' subject knowledge is not as good as in other subject areas and they do not plan work to match the needs of pupils.

Commentary

82. No overall judgement was made on standards at the time of the last inspection. However, currently pupils make satisfactory progress and achieve the standards nationally expected for their age. Overall the quality of teaching is satisfactory and this represents a decline since the last inspection. However, achievement could be much higher if teachers planned activities to match the needs of pupils more closely. For instance, in a satisfactory dance lesson in the lower part of the school there were missed opportunities to fully challenge the pupils because they were not encouraged to choose movements for themselves. The school meets national expectation for swimming but does not keep records of pupils' progress.
83. The subject co-ordinator has recently assumed responsibility for the subject. He is making good progress raising the profile of physical education and is well supported by the headteacher. He has ensured that there is planning for all areas of activity. However, this has not yet been adapted to meet the needs of all pupils. There are currently no assessment procedures in place to track the progress of pupils in all areas of activity.
84. Resources are satisfactory and the outdoor provision is good. The school has made good progress improving the provision for extra-curricular activities and extending links with outside sporting bodies. These are having a positive impact on the standards achieved and are helping to raise the profile of physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils enjoy the activities when, in a circle, they are able to share their views and feelings in a secure environment.
- Provision is planned well within the curriculum.

Commentary

85. The subject leader has successfully led the institution of regular personal, social and health lessons in each class. Drugs awareness education and sex and relationships education, meet statutory requirements and are taught partly in other subjects such as science. In two lessons observed, pupils confidently shared their views together on topics such as making responsible choices (in the case of pets) and thinking about how their actions can affect other people and their feelings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	4

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

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

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).