

INSPECTION REPORT

STANSTEAD NURSERY AND PRIMARY SCHOOL

Nottingham

LEA area: City of Nottingham

Unique reference number: 122508

Headteacher: Mr D White

Lead inspector: Mr N Hardy

Dates of inspection: 19-21 January 2004

Inspection number: 258017

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	181
School address:	Stanstead Avenue Rise Park Nottingham Nottinghamshire
Postcode:	NG5 5BL
Telephone number:	0115 915 6300
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Burton
Date of previous inspection:	24-25 April 2002

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Rise Park area of the city of Nottingham. It is of similar size to many other primary schools with 166 full-time pupils and a 40 place foundation unit. In 2002 the school was awarded an Investor in People and a School Achievement award. The school is also involved in the "Children's Fund Project" for pupils with emotional and communication difficulties. A broadly average number of pupils are eligible to receive free school meals. Most pupils are from a white British heritage. A small number of pupils are from the Traveller community and several are from minority ethnic heritages. Few of these pupils have English as an additional language. An average number of pupils are on the schools special educational needs list, a majority of whom have educational difficulties, but with some who have social and emotional problems. There are currently no pupils who have statements of special educational needs. The number of pupils joining the school at times other than normal transfer dates is below the average. Attainment on entry to the school is broadly average, although a number of these children experience communication and language difficulties. Considerable staff changes have taken place since the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Mr N Hardy	Lead inspector	Mathematics Science Information and communication technology
9505	Mr D Haynes	Lay inspector	
26405	Mrs C Bond	Team inspector	English History Geography Religious education Special educational needs English as an additional language
11419	Mrs P J Underwood	Team inspector	Foundation Stage Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stanstead Nursery and Primary school is an improving school. There is a clear focus by both the governors and the senior management team on the raising of standards across all the subjects of the curriculum. This can be seen to good effect in most years since 2000. The quality of teaching overall is satisfactory, but with some strengths, particularly in the quality of teaching by the permanent members of the teaching staff. The positive atmosphere within the school, the good attitudes of pupils, and their good behaviour have been maintained since the previous inspection. By the time pupils reach Year 6 the standard of their work overall is at satisfactory levels in most subjects. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- With the exception of 2003, results in the national tests have risen steadily since 2000.
- Standards in information and communication technology across the school and in science by Year 6 are above expectations. Standards in mathematics at the age of seven are below average.
- The school is well led and managed by the governors and headteacher although the absence of key staff has slowed progress in some areas.
- The inclusion of pupils in the curriculum and the activities provided by the school are very good, particularly for those with special educational needs and those who are very able.
- Provision for pupils' moral and social development is very good, as are relationships and pupils' self esteem.
- Links with parents are very good and they are very supportive of the school.
- Assessment information is not always used effectively to ensure all pupils are appropriately challenged.

STANDARDS ACHIEVED

The results achieved by pupils over the previous three years are set out below. A longer-term view shows that since 2000, results improved steadily up until 2002, before falling in 2003 when above average numbers of pupils in the year group had special educational needs. Indications are that, based on the school's assessment records and classroom observations, pupils in the 2004 cohort will improve on the results achieved by pupils in 2003.

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

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

The achievement of pupils throughout the school is satisfactory. Children in the Foundation Stage unit are on target to achieve the national goals expected by the end of the Reception year. The work in a minority of the classes shows that not all pupils have attained the standards expected for their age because of interruptions to their education caused by high levels of prolonged staff absence. The school has put systems in place to rectify this. Standards in English and mathematics are at expected levels for pupils in Year 6 and are above expected levels in science. Standards in other

subjects where judgements could be made were satisfactory, except in information and communication technology where pupils' knowledge and understanding are above expected levels.

QUALITY OF EDUCATION

The quality of the education provided is satisfactory. Almost half the teaching seen was of a good quality with some that was very good. Pupils are currently provided with an appropriate curriculum that provides a suitable challenge for the needs of almost all pupils. A good range of extra-curricular activities, visits and visitors suitably enriches the curriculum. Good links are made between the various subjects of the curriculum and ensure that most skills pupils have acquired are appropriately used. Although above average, the skills pupils have in information and communication technology are not used sufficiently well in other subjects.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and governors are good. Their concerted efforts have helped the school to move forward strongly through the identification and maintenance of its strengths and by focusing on raising standards, especially in English, mathematics and science. The governing body plays a full part in the work of the school and fulfils its legal obligations. Other key members of staff have not been in post for a sufficient length of time to impact on the running of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and few had anything negative to say. They are very happy with the progress their children make and with the information the school provides. They appreciate the way in which they are encouraged to be involved in the life of the school. Almost all pupils are happy at the school. They enjoy their lessons and taking part in the wide range of activities provided.

IMPROVEMENTS NEEDED

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

- Ensure that a more rigorous monitoring of the quality of teaching and curriculum coverage is introduced, particularly when temporary members of staff are employed.
- Identify priorities in the school improvement plan to focus more effectively on raising standards.
- Improve the use of assessment information to ensure an appropriate level of challenge is provided for all pupils.
- Improve the quality of the teaching of reading.

Minor Issues

- Improve the quality of pupils' presentation of work in all subjects.
- Monitor and improve attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils who are currently in Year 6 attain average standards in English and mathematics and achieve satisfactorily in these subjects. In science and information and communication technology, standards are above average and pupils achieve well. There are no significant differences between the achievement of boys and girls.

Main strengths and weaknesses

- With the exception of 2003, standards in English, mathematics and science have risen steadily since 2000. Standards for pupils currently in Year 6 are at expected levels.
- Pupils' progress in some classes has been adversely affected by prolonged staff absence.
- Pupils who are on the school's special educational needs list receive good support that enables them to achieve well.
- Pupils of junior age who are identified as being particularly able are well supported and this enables them to make good progress.

Commentary

1. The results achieved by pupils at the end of Year 6 in 2003 are not a true reflection of the improvements made in the standards achieved by pupils in English, mathematics and science since 2000. In 2003, results fell significantly because the Year 6 group of pupils contained a higher than average proportion of pupils who had special educational needs and several who had entered the school during Year 5 or Year 6. These two factors adversely affected the school's performance in the national tests and resulted in a fall in standards to well below the national average. It also resulted in a well below average number of pupils achieving the more difficult Level 5 in English, mathematics and science.
2. Between 2000 and 2002 the results achieved by pupils in Year 6 had been improving steadily, so that by 2002 results in English and mathematics were at or close to average national levels. Results in science were above average. For pupils of infant age, results in reading were below average, with those in writing and mathematics being at average levels. Since 2000, results achieved by pupils in the infant age group have improved more rapidly than those in many other schools. Results for pupils of junior age, including those for 2003, show a rise similar to that seen in other primary schools.

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

Standards in:	School results	National results
English	25.8 (26.8)	26.8 (27.0)
Mathematics	25.1 (26.4)	26.8 (26.7)
Science	27.2 (29.3)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence reveals that standards for pupils currently in Year 6 have improved. Many pupils are articulate and speak confidently. They use an appropriate vocabulary and are encouraged to provide full and accurate sentences when answering teachers' questions. This is a positive feature of much of the teaching across the school. Accurate technical language is used in discussion. Reading skills are developed satisfactorily, but many pupils still read hesitantly and without a full understanding of the text. Opportunities for pupils to develop and

use their writing skills in subjects such as history, geography and science are good and have resulted in improvements in writing across the school. However, the accuracy of pupils' spelling and the presentation of their work often detract from the quality of their written work. Currently, standards in mathematics are at expected levels for pupils in Year 6, largely because pupils have good mental calculation skills and are able to apply the skills they have learned to solve mathematical problems. Standards in science are above average. A particular strength is the quality of investigational science, where pupils' enquiry skills are extended well.

4. Recent prolonged staff absences have slowed pupils' progress in some classes. This is because the procedures employed by the school to check on the quality of teaching and the delivery of a suitable curriculum were not sufficiently rigorous. The school recognised this problem and has introduced changes to help to resolve the difficulty with some recent success. Further work remains to be done in this area. Pupils with special educational needs make good progress and achieve well because of the skilled support they receive from well informed and briefed teaching assistants. The school has good systems in place to identify pupils who are particularly gifted and talented and these pupils are supported well through the additional challenges they receive during lessons and through the after school and weekend support they receive.
5. The standards achieved by children in the Foundation Stage are at expected levels in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their creative development. Children's physical development and their personal and social development are good.
6. The standards achieved by pupils in Year 2 are at satisfactory levels in most of the subjects where it was possible to make a judgement. However standards are below expected levels in mathematics but at above expected levels in information and communication technology.

Pupils' attitudes, values and other personal qualities

Attendance is **unsatisfactory** and punctuality below acceptable levels. Pupils' attitudes to school are good and their behaviour is good. Provision for pupils' moral and social development is very good and satisfactory for their spiritual and cultural development.

Main strengths and weaknesses

- The pupils enjoy good freedom from all forms of harassment.
- The school promotes very good relationships, including racial harmony.
- Pupils' confidence and self-esteem are very good.
- Attendance and punctuality and systems to monitor them require improvement.

Commentary

7. Behaviour is good in lessons and when pupils move about the school. There have been no exclusions in the latest complete reporting year. Relationships between pupils are good; they mainly play well together in mixed groups and no one is isolated. Pupil team leaders act as role models for other pupils and assist the lunchtime supervisors particularly during wet playtimes. Pupils develop respect for each other and there is very little incidence of bullying, racism or other forms of harassment in school. Pupils and parents maintain that bullying is rare and if any unpleasant incidents do occur they know what to do and are confident that the staff will deal effectively with the problem. Pupils have good levels of self-esteem. They talk confidently with adults and are not afraid to express their views.
8. Moral and social development are very good. Pupils have good attitudes and a very good understanding of right and wrong. They quickly learn how to make sensible decisions about their own lives and to be responsible members of the school community. This extends to pupils agreeing and setting targets with their teacher. The school promotes a healthy lifestyle.

These qualities are reinforced well through personal, social and health education lessons and a wide range of educational visits. Parents' close involvement with the school adds support to this fundamental aspect its work. Pupils' spiritual and cultural development are satisfactory. Pupils understand and accept that other people have different beliefs and cultures. They talk about these at levels that match their awareness of national and international events and festivals.

Attendance

9. Attendance for the last complete reporting year is unsatisfactory and well below the national average. Analysis of current attendance patterns shows an improvement but it is still below the national average. Systems are in place to monitor attendance and punctuality but lack rigor and there is no formal system in place to contact parents on the first day of any unexplained absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.4
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of the education provided is satisfactory. A suitably broad and improved curriculum is provided which has enabled the school to improve its results in several years since 2000. A positive ethos within the school, together with pupils' good attitudes and behaviour ensure that there is a good atmosphere for learning.

Teaching and learning

Teaching and learning are **satisfactory** overall with some examples of good and very good teaching. The collection and quality of assessment information is satisfactory but the use of the information to ensure that pupils receive an appropriate challenge is unsatisfactory.

Main strengths and weaknesses

- Lengthy staff absences have limited further improvements in the quality of teaching and curriculum development.
- The consistent strengths in teaching are the insistence on high standards of behaviour; the effective use of additional staff to support learning; the often very good questioning skills of teachers; the inclusion of pupils of all abilities in lessons and activities; and the encouragement of pupils to learn independently.
- Teaching in the Foundation Unit is consistently good thus ensuring children have a good basis for further learning.
- Assessment data is not used effectively to ensure pupils are appropriately challenged at all levels.

Commentary

10. Teachers and support staff have a high level of commitment to the school and to raising standards. As the teaching in English, mathematics and science is becoming more effective so standards are rising. Across the school where lessons are good or better, teachers

demonstrate an awareness of what makes a good lesson: effective planning, good relationships, a brisk manner that keeps pupils attentive and focused and interesting, engaging activities. Particularly strong throughout the school are the strategies teachers use to ensure that all pupils are learning. There are a small minority of restless and occasionally noisy pupils but this is effectively managed. Pupils usually complete an acceptable amount of purposeful work. Behaviour is usually good and where lessons are particularly stimulating, it is very good. A very good information and communication technology lesson illustrated this as pupils worked hard and achieved very well. Where teachers are less secure in their knowledge of a subject, a specialist teacher is employed to help develop those skills. Teachers liaise closely with teaching assistants so that they can offer effective support to individuals and groups of pupils. Children in the Foundation Unit achieve well because the quality of teaching and range of learning experiences ensure they make good progress towards the expected levels.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	10 (33%)	15 (50%)	1 (3%)	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.

- Pupils' attitudes to learning are positive. They enjoy good relationships with their teachers and other pupils. They work well together and concentrate on their tasks, even when they are discussing a specific issue, even if rather noisily. Discussions between pairs of pupils are a feature of many lessons allowing pupils to share their ideas and explore their understanding. As pupils respond well to the tasks, listen to each other and develop appropriate understanding they make progress and most achieve their potential. However, where one lesson was judged to be unsatisfactory, pupils' achievement was not appropriate as they gained very little additional knowledge because the challenge in the lesson was not sufficient to extend pupils' learning.

Teaching and learning in subjects where judgements were possible.						
	English	Mathematics	Science	ICT	Design and Technology	Geography
Years 1 & 2	Satisfactory	Good	Satisfactory	Very good	No judgement	No judgement
Years 3 to 6	Good	Satisfactory	Good	Very good	Satisfactory	Good

- Teaching in the Foundation Stage is consistently good and sometimes very good. The teacher and teaching assistants plan and work as a team, offering the children a wide range of experiences in the different areas of learning, ensuring good progress and achievement. Relationships are very good and give the children the confidence to settle quickly into the routines of the school.
- The collection of assessment information is satisfactory. However, although the school has a great deal of data about its pupils, this is not used sufficiently effectively to highlight pupils' needs in all subjects or to ensure they are provided with appropriate challenges. The good use of assessment information in English has enabled the school to raise standards. There are very limited checks on what pupils can do in, for example, history, geography and design and technology. The school is aware of the need to develop systems for these subjects but recent priorities have been to raise standards in English, mathematics and science. Most teachers mark pupils' work well, providing constructive comments to help pupils improve the quality of

their work, but inconsistencies have arisen, especially where temporary teachers have been in post. This difficulty has now been largely eradicated.

The curriculum

The school currently provides a **satisfactorily** balanced curriculum that enables all pupils, including those with special educational needs, to experience all the required subjects of the National Curriculum. Opportunities for pupils to extend their learning through educational visits and after school activities are good. Learning opportunities for children in the foundation unit are good. The use of the available accommodation is good.

Main strengths and weaknesses

- The Foundation Stage curriculum is well planned, enabling children to make a good start to their education.
- Although information and communication technology skills are above average, opportunities to use these in other subjects are limited.
- There are very good strategies to ensure that all pupils are included in the full curriculum and receive the support they need.
- Provision for pupils' personal, social and health education are good.
- The learning of science is based on a good approach to investigative work.

Commentary

14. The breadth of the curriculum is satisfactory with all the required subjects being represented. Recent prolonged teaching staff absences resulted in a shortfall in provision in some classes, but the school is working hard to rectify the problem through the introduction of an improved level of the monitoring of curriculum coverage. The quality and breadth of the curriculum provided for children in the foundation unit is good. This makes a positive contribution to how well children settle into the school and enables them to make a good start to their education so that by the time children reach Reception age, a majority will achieve the expected levels of attainment.
15. One of the positive features of the educational provision is the level of opportunity provided for pupils of all ranges of ability. Pupils who have special educational needs receive good levels of support from well-trained support assistants, with many making good progress. The brightest pupils are also well supported both in the classroom where they receive work designed to challenge them, but also through after-school activities that provide further challenges. Some of these pupils also attend an additional weekend club to extend their skills. The teachers' good questioning skills also help to involve the whole range of pupils, with all pupils' answers valued. The curriculum for teaching science is particularly good with much of the work firmly based on practical investigation activities. This enables pupils to develop clear scientific principles, based on observation and recording. Although pupils' information and communication technology skills are above expected levels, there are insufficient opportunities for pupils to use these in other lessons. The school is aware of this and is extending the range of material available and is encouraging teachers to include information and communication technology in their plans for all lessons.
16. The development of pupils' personal, social and health education is good. A wide range of visits are arranged to increase pupils' enthusiasm and interest and visitors to the school increase this further. Opportunities for the development of social skills through a residential visit and inter-school sports are good as are opportunities to develop their cultural understanding through links with a school in Ethiopia.
17. The level of teaching staff support for children in the foundation unit is good, with teachers having sufficient time to focus on small groups to ensure that the specific needs of all are met. The most recently employed, temporary members of the teaching staff have received good

support that has ensured that they put into action the school's policies and approaches. This provision has been improved since the beginning of the new term. The school uses its accommodation well, with separate rooms for information and communication technology, music, design and technology, and English.

Care, guidance and support

Provision is **good**. The school cares well for its pupils and there is a high level of attention to matters of welfare and health and safety. Parents are very happy with the care and welfare the school provides for their children.

Main strengths and weaknesses

- Members of staff know children and families very well.
- There is a high level of personal support.
- The school has developed very good induction procedures for children entering Reception.
- The role of the school council has not been fully developed.

Commentary

18. Child protection procedures are satisfactory and all adults on the school staff are aware of their responsibilities. The levels of playground supervision are satisfactory and there is a good selection of play equipment. Older children play football on a class rota system that limits the amount of boisterous play at lunchtimes. Pupils who are Team Leaders are proud of their status and take the responsibility of acting as a role model for others very seriously.
19. Access control and site security are very good. Standards of maintenance and cleanliness are good and this instils high values in the pupils who show respect for property and resources. Established teachers know their pupils and families well and provide a very good level of personal support, involving parents where necessary. Pupils are confident in approaching adults in the school. There is a clear and consistently applied reward system that encourages good achievement in all aspects of personal and academic development.
20. Induction arrangements for pupils entering the Reception year are very good and establish a good home-school relationship that continues in later years. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school. The newly introduced school council has not yet been fully developed but it has begun to contribute to the development of the school and some of the suggestions made have been implemented, leading to improved playground equipment.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community, other schools and colleges.

Main strengths and weaknesses

- Parents hold the school in high regard.
- Very strong links with parents support learning at school and at home. There are effective links with other schools and local businesses.

Commentary

21. Parents' responses to the questionnaire sent out before the inspection indicates that they are very satisfied with all that the school has to offer, and value its caring ethos. Parents are provided with a very good level of information about the school's activities and their children's

achievement. The annual written report on pupils' progress is very good and contains details of pupils' understanding in all subjects. Parents are welcome in school and they appreciate the open access to staff. A number of parents regularly help in school during the teaching day. Parents support the school very well and there is an active friends' association that organises social events and raises valuable funds for the school. Very good procedures are in place for dealing with any concerns or complaints parents may have, but they seldom have to be used.

22. Good links with the local secondary school help to ensure that pupils are well prepared for the next stage of their education. There is an active link with a school in Ethiopia and the pupils enjoy corresponding with pupils at that school. The use of school resources by the local community is limited but the school has good and effective links with local businesses.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The leadership of the headteacher and governance of the school are **good**. Governors ensure all statutory requirements are met. **Good** management and efficient organisation ensures that the school runs smoothly and calmly.

Main strengths and weaknesses

- The headteacher provides a good level of leadership with clear intentions to raise standards.
- The governing body has a clear understanding of the school's strengths and weaknesses.
- The role of the subject leader and other key staff is often undeveloped or had insufficient time to make an impact on standards.
- Although the school improvement plan is detailed it does not sufficiently highlight the main priorities to raise standards,

Commentary

23. The governing body is well organised and manages its work efficiently through relevant committees and delegated responsibilities. It meets all its statutory requirements well. The governors understand the main strengths and weaknesses of the school and are making an increasing contribution to the planning of future developments. They are very aware of the need to raise standards in subjects across the school and of the staffing problems currently facing the school. They regularly question decisions, ensuring that policies are clearly thought out. They are well informed about the curriculum through their links with subject co-ordinators. Subject leaders are regularly invited to contribute to governors' meetings to discuss improvements in standards.
24. The headteacher leads the school well and attention is appropriately focused on raising standards particularly in English, mathematics, science and information and communication technology. Good quality action plans, written by subject leaders, are having a positive effect on standards. However, the school action plan is too long, with insufficient focus on the most important priorities. The document does not sufficiently focus on the priorities of raising standards. The good leadership by the headteacher and governors is resulting in a team approach with common goals and high expectations.
25. The school has satisfactory strategies for self-evaluation. The headteacher regularly observes teachers working with pupils and sets targets for the necessary improvements. However, the procedures are not sufficiently rigorous to ensure weaknesses are detected in the effectiveness of the supply teaching. Evidence shows that pupils in one of these classes did not always make sufficient progress or cover an appropriate curriculum. Strategies to improve this are now being put in place. Performance management is linked to a programme for observing teachers and is effective. All members of staff have a strong commitment to continuing professional development, often closely linked to the school improvement plan.

Despite a number of changes of staff, the positive ethos of the school, the constructive involvement of staff in deciding the school's priorities and the induction processes are helping all staff to be more confident and committed to the school.

26. Financial management is good. The budget is regularly monitored by the headteacher and chair of governors. A bursar and local education authority representative provide additional checks on the progress of the budget. Care goes into planning expenditure and to ensuring good value for money is achieved.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	556,309
Total expenditure	526.084
Expenditure per pupil	2,828

Balances (£)	
Balance from previous year	30,403
Balance carried forward to the next	30,225

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Summary	
Reception class	
Standards overall	Most children are on target to achieve the nationally expected levels in all areas of learning by end of Reception year.
Achievement overall	Satisfactory
The quality of teaching	Good
Leadership and management	Good
Improvement since the previous inspection	Good

Main strengths and weaknesses

- The Foundation Stage provides a welcoming and stimulating environment, where children feel happy and secure.
- By the end of the Reception year most children are on course to achieve the expected levels in all areas of learning except in personal, social, emotional and physical development, where the majority are on course to exceed the expected level.
- Teamwork is very good with all staff planning together.
- The Foundation Unit leader’s monitoring role needs to be developed further.

Commentary

27. The provision for the children in the Foundation Stage is good. The children are very well integrated and develop well socially. Some of the directed activities are specifically aimed at different age groups to ensure appropriate tasks. There is an attractive, secure, outdoor area that offers the children a wide range of activities to extend their physical development.
28. Attainment on entry is broadly average. Some children enter school with communication difficulties whereas others are already articulate and confident speakers. A good induction process through “Stay and Play” helps to ensure a smooth transition for the children into part time nursery education. Many children are on course to achieve the levels expected, with some exceeding this in communication, language and literacy, mathematical development, personal, social and emotional development in and their physical development. Most pupils achieve satisfactorily.
29. The quality of teaching is good. The staff, including the teaching assistants, plan together and clearly know what is expected. Planning is satisfactorily based and covers all the expected areas of learning and includes a daily literacy and mathematics session. Both teacher and teaching assistants have high expectations of behaviour and the progress pupils will make. The teacher is knowledgeable and all adults enthusiastic, resulting in children who are well motivated to succeed. Every opportunity is taken to extend language through role-play, developing the children’s vocabulary and understanding of the use of language. Questioning is used effectively to encourage further language development. Relationships are very good between staff and children, giving them confidence to respond to questioning even if some only offer a one-word answer. The quality of day-to-day assessment is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area is **good**. This is reflected in the way children are learning to respect and help each other, share resources, take turns and play together.

Main strengths and weaknesses

- A good range of activities is provided to encourage children to relate to each other and there is a strong emphasis on role-play.
- The teaching is good and provides many planned opportunities for children to develop well.

Commentary

30. In all the activities provided adults encourage children to explore and develop their vocabulary. They provide good role models to help children learn the social skills of relating and playing together. This has a positive effect on learning as children are beginning to understand how to relate to each other and are becoming more confident and eager to speak to adults. Many children played well together and were observed enjoying the Giant's castle in the Jack and the Beanstalk area or pretending to do each other's hair in the hairdressers.
31. In group sessions, children are expected to wait their turn and to listen to each other. The majority of Reception children do this well but the youngest ones sometimes call out in their enthusiasm to answer. Children enjoy coming to school and are aware of the teacher's high expectations. A relaxed atmosphere in both classrooms enables children to settle well to the demands of the school, helped initially by parents sharing activities with their children as they bring them into school each day. This has a beneficial effect on the children, particularly those who are less confident about being left. Although on entry children's personal and social skills are not always well developed, good teaching and a wide range of opportunities helps to ensure the majority achieve above the expected levels by the end of the Reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good**. Every opportunity is taken to encourage children to become confident talkers, to enjoy sharing and reading books and to explore writing.

Main strengths and weaknesses

- A good range of activities that help to stimulate children's interest and extend their enjoyment of literature are provided.
- The quality of teaching is good and adults' enthusiasm motivates children to succeed.

Commentary

32. Some children come to school with communication difficulties so every opportunity is taken to increase children's competency in speaking and to develop a wider vocabulary. Daily literacy sessions and related activities are used to encourage children to share ideas and express their opinions. These groups are planned according to age and to ensure tasks are appropriate for the children. They respond readily to questions although the youngest children tend to give one-word answers. Members of staff respond positively to this, encouraging children to provide longer answers and to increase their vocabulary. Children enjoy sharing books and during the inspection a group of older Reception children were mesmerised by the teacher's reading of Jack and the Beanstalk. Reception children are beginning to recognise familiar words and to use clues to sound out the letters when they do not know a word. They talk confidently about the characters and the story in the book. The lower attaining children find reading a little more difficult but can read some words accurately. All children can retell a fairy story and recite a nursery rhyme.

33. Children throughout the Foundation Unit explore writing and know that marks can communicate meaning. They have many opportunities to develop their writing skills before beginning to write in a recognisable form. Children are encouraged to write for different reasons including completing an information sheet about making their model. By the end of the Reception year most children will achieve the expected levels in reading and writing.

MATHEMATICAL DEVELOPMENT

Provision in this area is **good** and most children will achieve the expected levels by the end of Reception year.

Main strengths and weaknesses

- A very good range of activities are used to develop children's understanding of mathematics.

Commentary

34. There are good opportunities for children to develop their understanding of numbers. Children experience regular mathematical activities such as weighing, matching pictures or completing number jigsaw puzzles. Children are grouped according to their needs and this helps to ensure they make appropriate progress and build on their number skills. Older children count confidently to ten and some above. They recognise basic two-dimensional shapes and can describe the position of a shape on a grid: a simple two by two grid for the youngest children extended to a grid three by five for the oldest children. Children enjoy mathematics and use rhymes and songs to reinforce their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area is **good**.

Main strengths and weaknesses

- A good range of activities is planned to increase children's knowledge of the world around them.

Commentary

35. Children increase their understanding of the world around them well. During the inspection children watched a stick insect and the teacher handled their questions about how the insects reproduced very sensitively. Some of the children were fascinated by the insect and were able to hold it. Aspects of science, history and geography were also linked to the activity. Children were observed looking at a selection of historical artefacts and trying to decide what they were used for. When asked, the children knew they would not find many of them in their own homes because they were old.
36. Children have many opportunities to explore programs on the computers linked to different areas of learning. They enjoy using a paint program and experimenting with changing the colours, which they do well. They also spend some time in the computer suite where the older ones start to learn the skills of word processing by writing their name in different fonts and colours. For most children mouse control is good and they confidently move the cursor around the screen.

PHYSICAL DEVELOPMENT

Provision for physical development is **good** particularly the use of the outdoor area as an extension of the classroom.

Main strengths and weaknesses

- A wide range of activities is planned both to develop physical skills in the classroom and in the outdoor area.

Commentary

37. Because provision and teaching in this area is good, most children are on course to exceed the expected levels by the end of their Reception year. During a lesson in the hall children showed good awareness of the space around them, good body control and well held balances. In the classroom there are various activities to develop fine motors skills: colouring, cutting, sticking, threading beads and writing. Most of the oldest children have little problem using scissors or forming recognisable letters, but for some of the youngest ones these activities present a challenge.
38. Planning for the outdoor area is very good, offering the children a wide range of opportunities to develop physically through social role-play activities. Opportunities to observe children in outdoor play activities were limited.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children are given a variety of different media with which to experiment and explore.

Commentary

39. Very little direct teaching was observed in this area but from photographs, displays and talking to the teacher it is clear that the children experience a range of media and of painting in different styles. For example they painted pictures to reflect aboriginal designs and pictures in the style of Kandinski. They have explored printing with natural objects such as a leaves or potatoes and plastic shapes. Although many found it difficult, they have tried sewing on binka. There was no opportunity to hear the children singing during the inspection but in assembly they enjoyed adding the actions to the hymn "He's got the whole world in his hands" and joined in the chorus with enthusiasm. Children are on course to achieve the expected levels in this area.

SUBJECTS IN KEY STAGES 1 AND 2

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Attainment in reading has improved, but many pupils still read hesitantly because they do not have the sufficient strategies to work out unfamiliar words.
- Standards in writing are improving but many pupils have insufficient strategies for spelling correctly in written work.
- Good opportunities are provided for developing speaking and listening skills.
- There is good support for pupils with special educational needs and for lower achieving pupils.
- Literacy skills are well used across the curriculum, particularly in Years 1 and 6.

Commentary

40. Most pupils achieve satisfactorily as they move through the school. Pupils with special educational needs achieve well because of the clear targets they are set and the good support the school provides to enable pupils to achieve them as quickly as possible. Many and frequent changes in staff personnel over the past eighteen months have undermined the quality of some of the teaching at key times. However, significant improvements have now been made in the assessment procedures that track pupils' progress. All teachers have up-to-date information about the level that each pupil is achieving, and regular assessments are undertaken to ensure that pupils are making the expected progress. For younger pupils, this information is then used to design and implement individual programmes to address specific needs. For older pupils, teachers prepare group tasks and individual pupils receive specific help as they need it. These strategies work well, and pupils enjoy the progress they make. Standards are rising again, and national test results this year are likely to show an improvement. Pupils achieve satisfactorily at present.
41. Pupils make good progress in speaking and listening as they move through the school. Many enter school with poorly developed communication skills, but by the end of Year 2 they are confident and articulate speakers. These skills are further enhanced as pupils move through the junior classes by the many opportunities the school provides. The most effective strategy is the 'talk partner' which all teachers use, enabling pupils to think through their ideas as they discuss key features in lessons. This sharpens thinking and provides an exciting opportunity to take an active part in shaping the lesson outcomes. Younger pupils are also encouraged to use drama and story activities, and Years 5 and 6 share discussion groups. Overall, standards in speaking and listening are at expected levels.
42. The school has adopted a corporate approach to raising standards in reading, but so far this has had only limited impact. There are some good resources to encourage pupils to enjoy reading, and daily whole class reading sessions give pupils appropriate opportunities to read to adults. Less able pupils are supported well, both in lessons and through the additional support they receive. Overall, standards in reading are at expected levels. Many pupils improve their standards in reading through being heard read by parents at home and this support is appreciated by the school. Pupils in Years 1 and 2 have structured tasks that link spelling, handwriting and reading. This concentration on key skills is beginning to improve reading levels and will help to raise standards for the younger pupils.
43. Raising standards in writing is a focus for whole school improvement this year, with cross-curricular writing as a key strategy. Pupils in all ability groups in Year 6 demonstrate that this is a positive move. Much of the writing in history, geography and religious education is coherent, extensive and well-presented, with accurate spelling and correct punctuation. Pupils clearly take a pride in their work, re-read each sentence and use effective strategies to ensure that the reader can understand the text. Such care is not always evident in English books, indicating

that teachers' expectations are not always sufficiently high. Although pupils have a range of challenging and interesting tasks to complete, standards are not as high in spelling and punctuation. Marking is carried out conscientiously, with useful developmental comments written on pupils' books. Standards of pupils writing are satisfactory in both the juniors and infants.

44. Teaching and learning seen during the inspection were satisfactory, with some good teaching in Years 5 and 6. The school has recently reorganised the groupings of the oldest pupils, to enable class teachers to target specific learning needs for each pupil. Pupils concentrate well in lessons and work hard, completing a range of interesting and appropriate tasks with good support and guidance when required.
45. The subject leader has worked hard to identify key areas for development, and to implement important changes to the curriculum and how it is taught. He has worked well with the staff to put improved assessment and tracking systems in place, and to monitor the quality of teaching and learning in the classroom. The school needs to be more rigorous in monitoring pupils' work, and to make better use of the wealth of assessment information collected.

Language and literacy across the curriculum

46. Pupils use their language and literacy skills well in other subjects. Teachers are skilled at finding and using these links and enhancing learning and achievement. There is some evidence of pupils using information and communication technology in presenting their work but this is not extensive.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good attention is paid to applying pupils' mathematical skills to problem solving, especially in Year 6, enabling a majority of pupils to calculate answers accurately.
- The development of mental mathematical skills is generally well planned and helps pupils to improve their mental calculation skills.
- Most of the lower attaining pupils make good progress because they are well supported by skilled teaching assistants.
- The quality of marking and the helpful comments designed to improve standards are a very positive feature.
- Good questioning by teachers ensures that pupils think through and explain the strategies they use to complete calculations.
- Although pupils' knowledge is regularly assessed and results recorded, this information is insufficiently used to provide a suitable challenge for all pupils.

Commentary

47. By Year 6 a majority of pupils have acquired appropriate mental mathematics skills and are able to explain the processes they use in their calculations. Good quality questioning ensures that all pupils, regardless of ability, are involved in lessons. Even when answers are incorrect, credit is given for effort. The mental calculation skills of many pupils in Year 2 are below average, despite the efforts of the teacher and support staff. Strategies to rectify this have been introduced and are beginning to show signs of success. The development of mental mathematics skills are usually well planned and build on what pupils have previously learned and the new skills they will need for the next series of lessons. Pupils are eager to answer teachers' questions in all the classes seen and willingly explain their reasoning. Although the

pupils in Year 6 did not achieve well in mathematics in 2003, there are clear signs that pupils in the current Year 6 are making good progress and that an above average number will achieve the more difficult Level 5 in the national tests. Although pupils in Year 2 show a wide range of mathematical ability, overall standards are at below expected levels.

48. In mathematics lessons, good attention is paid to the needs of pupils with special educational need that enables many of them to make good progress. Teachers' planning sets out clearly the mathematical tasks pupils are to complete and that these are at an appropriately challenging level. When available, the well-briefed and knowledgeable support staff ensures that these pupils develop a secure understanding of the mathematical ideas and concepts.
49. The standard of the teaching of mathematics is satisfactory. The lessons are appropriately planned and organised and teachers have high expectations of the behaviour and attitudes of pupils. The accuracy of pupils' work and the standard of presentation are appropriate in most classes but is allowed to fall in a minority of cases. One of the positive aspects of the mathematics curriculum is the way pupils are able to apply their knowledge to solving problems. There is an appropriate balance between numeracy and the development of pupils' skills in, for example, their understanding of space, shape and measurement. Pupils' work is regularly marked and there is evidence of work being corrected. The quality of comments on pupils work is good and is helping to raise standards.
50. Regular assessments of the quality of pupils' work and the progress they are making are made and recorded. In some classes, appropriate use is made of this information, but in others, often where temporary members of staff are being employed, the use of the information is not yet sufficiently well developed.

Mathematics across the curriculum

51. Links with mathematics are used satisfactorily in other subjects. Pupils show a satisfactory understanding of the passage of time through the use of timelines in history and are able to locate places on a map by using their knowledge of co-ordinates. They demonstrate a secure understanding of positive and negative numbers, particularly when applied to temperature. They recognise this, for example, when working with sensors in information and communication technology. Increasingly, pupils analyse the data they have collected using computer generated graphs but this could be extended further.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6, standards in science are above average.
- Good use of an investigational approach to science is made throughout the school.
- Pupils learn and are expected to use accurate scientific language when answering questions.
- Presentation and accuracy of spelling are often unsatisfactory in science.
- Greater checks are needed on the coverage of the curriculum, especially when classes are taught by temporary teachers.

Commentary

52. Standards in science are above average by the time pupils reach Year 6. A rigorous scrutiny of pupils' work together with discussions with pupils, an examination of teachers' planning and observations of lessons reveal that most pupils are developing a good scientific knowledge and understanding. This is because pupils in a majority of classes are clearly focusing on

investigating why and how things occur and not merely being told what will happen. This has resulted in pupils developing skills in observation and recording results that are above expected levels. Pupils are able to discuss in detail using appropriate scientific language, what they think will happen. They understand the meaning of a fair test and older pupils are able to plan investigations, making predictions and drawing conclusions from what they have seen and done. Although this work is of good quality, less satisfactory is the quality of pupils' spelling and presentation that, at times, detracts from what is produced. Pupils in Year 2 are also beginning to develop their investigational skills and this is helping to ensure that they are developing their scientific skills satisfactorily and achieving appropriately.

53. The ability to carry out investigations was seen to good effect in a lesson in Year 6 where pupils were asked to investigate the rate of dissolving of differing types of sugar. Good questioning by the teacher ensured that pupils had a secure knowledge of what was required, for example they readily discussed independent and controlled variables, demonstrating a good understanding. This was effective in developing pupils' speaking and listening skills. Good classroom management meant that pupils quickly organised their work, taking responsibility for the materials they use.
54. In most classes the coverage of the curriculum is well balanced. This is because checks are kept on what is taught through a scrutiny of work and of teachers' planning. In one class there is little evidence that the science curriculum was covered in sufficient depth, resulting in pupils not making appropriate progress during the previous term. This was recognised by the school and efforts made to rectify this, but work remains to be done to ensure that this does not re-occur. The subject co-ordinator has only been in post for a short period of time but has already had a positive effect on the organisation and management of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** overall because, although there is good teaching and the necessary skills are well taught, there is little evidence that these skills are developed further in other subjects.

Main strengths and weaknesses

- Pupils use computers confidently and accurately, resulting in standards that are above expected levels.
- In the lessons observed, teachers had very good information and communication technology skills.
- The use of information and communication technology skills to enhance learning in other subjects is not sufficiently well developed.
- Resources for the delivery of the information and communication technology curriculum are good in the information and communication technology suite but are less well developed in classrooms.

Commentary

55. Standards in information and communication technology were at above the expected levels in both the lessons observed during the inspection. Pupils demonstrated a high level of confidence in using computers, building well on what they had been previously taught. For example, the youngest pupils use correct technical language when describing the process of creating graphs, using data that has been provided. Their knowledge of these procedures is sufficiently good to enable them to correct mistakes and to repeat the appropriate actions to ensure a positive outcome. Older pupils appreciate how and why sensors are used in everyday life with almost all attempting successfully to use their skills to control sound, light and temperature sensors. In these lessons, the knowledge and skills of the teachers was very

good, resulting in pupils making good progress because expectations were high, instructions clear and careful checks kept on what pupils knew and had learned.

56. The school clearly recognises the need to extend opportunities for pupils to use computer technology in other areas of the curriculum. This aim appears in the schools improvement plan. Although there are identified times for pupils to use the computer suite, there are too few opportunities for pupils to use and further develop their skills outside these allotted times. During the inspection very little use was made of information and communication technology in other lessons and teachers do not systematically include information and communication technology as part of their planning. Where opportunities are offered, as in the explorers club for pupils who are on the schools gifted and talented register, pupils demonstrate very good skills, using the internet to carry out research and to create presentations.

Information and communication technology across the curriculum

57. Although there are examples of information and communication technology being used in other areas of the curriculum, these are not extensive. In some classes, particularly in Year 1 and Year 6, good use is made of the information gathered from the internet and in analysing and interpreting data. This is not so apparent in other classes. Some use is made of word processing skills to enhance the presentation of pupils' work and graphs are created using the data collected by pupils. However, teachers do not yet regularly include information and communication technology as part of their planning and delivery in other lessons.

HUMANITIES

Provision in **history** and **geography** is satisfactory. Few lessons were seen in either of the subjects, but work was sampled across the school, and teachers' planning and evaluations were scrutinised.

Main strengths and weaknesses:

- The depth of learning in each unit is very good for the oldest pupils, satisfactory for Years 1 and 2, but too superficial for Years 3 and 4. The length of time between units of study in history and geography is too long.
- There is little evidence of assessment of pupils' learning in any of the subjects.

Commentary

56. Older pupils clearly enjoy their work in **history**. Higher achieving pupils find a range of interesting facts and ideas through independent research in their topic about Britain since the 1930s, and all ability levels use their literacy skills well to write up individual accounts of their studies. Work is generally well presented, reflecting a good attitude. The school allocates blocks of time for each subject, over a two-year period. This often means that pupils have forgotten too much of their earlier learning, which limits opportunities for them to build up key skills as they move through the school. Marking of work is thorough and helpful to learning in all year groups, and there are some good displays of pupils' work to enhance learning further.
57. There is some very good teaching in **geography** in Year 6, where pupils are clearly excited by the topic about the environment that they are studying at present. Pupils work co-operatively as they identify map symbols and their meaning, and good support is offered to lower attaining pupils by the current arrangements in the classroom. Learning is made very relevant to pupils' own experiences by the introduction of some real-life problems for pupils to discuss, using some of the skills of persuasive argument they have practised in English lessons. There are also some good speaking and listening opportunities as pupils present their arguments to the class, defending their point of view against counter argument. These stimulating opportunities are not evident for pupils in Years 3 and 4, where records of learning indicate superficial

coverage of topics with limited factual content. All pupils cover the same learning, with no opportunity for older or higher attaining pupils to work towards different objectives. Progress is therefore slow for pupils in those year groups, but this is rectified later on so that attainment overall is at expected levels by the time pupils leave the school.

58. There are few assessment procedures in place for any of the humanities subjects, to gauge progress at the end of each unit of work, although teachers demonstrate that they check levels of pupils' understanding before they start new work, particularly where younger pupils are concerned. Leadership in the subjects has been seriously affected by staff changes, but there are satisfactory schemes of work in place to ensure that appropriate learning continues to take place in most classes.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses:

- The major faiths are taught through well-developed schemes of work.
- Pupils are challenged well, and good links are made to pupils' own experiences.
- There are no assessment procedures and limited monitoring of teaching and learning.

Commentary

59. Standards of attainment are in line with the locally agreed syllabus. Only one lesson was observed, but pupils' work revealed that several major faiths are studied as pupils move through the school. Pupils in Year 6 demonstrate good literacy skills and some productive independent research in their learning about Judaism. They write individual accounts of The Passover, and are able to link their thinking about Moses and the Israelites to a consideration of the characteristics of modern leaders such as David Beckham and the Prime Minister. Pupils in Years 3 and 4 are given opportunities to think about their own faith and how that compares with the beliefs of Sikhs. Some good teaching enables them to think about this deeply, so that later learning about the five Ks has an appropriate resonance for them.
60. Better use could be made of visits to places of worship to enhance pupils' understanding of the context of their learning. All year groups have detailed schemes of work that build on previous experiences, although there is no assessment of the quality of learning taking place in each of the units of work. The curriculum is planned on a two-year cycle to accommodate the mixed-age class, and there is some checking of teachers' planning to ensure correct coverage. However, there have been no opportunities to monitor teaching and learning in the subject to build up a clear picture of standards across the school. Assemblies fulfil statutory requirements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Only one **art and design** lesson was observed during the inspection, No judgement could be made on standards in this subject because limited evidence was provided. In the lesson seen good links between art and design and history were made. The pupils were learning about the Great Fire of London and were exploring the use of paints and oil pastels to produce flames for a large collage. Pictures by other artists were used effectively to illustrate the use of colour to depict fire. Another subject where art skills are particularly well used is religious education where illustrated displays highlighted different festivals.
62. It was not possible to judge standards in **music** because only two lessons were observed. In both these lessons pupils showed an interest in music and enjoyment as they learnt a new song or listened to different types of music. Singing was heard in assembly and varied in

quality. Where the hymn was well known pupils sang with more enthusiasm, producing a pleasanter sound than when it was less well known. Singing was ably accompanied by a member of staff playing the guitar which was more effective than using recorded music.

63. Few **physical education** sessions were observed so it was not possible to make an overall judgement of standards across the school. In one lesson pupils demonstrated developing skills of ball control, how to catch and throw to a partner without dropping the ball. In another, pupils showed their increasing skills at devising a sequence of movements and balances. All pupils are made aware of why a warm up at beginning of a lesson is so important. Pupils enjoy the lessons and respond positively to questions. There is a good range of extra -curricular sport and inter- school matches. Pupils also participate in swimming galas and athletics. All these activities help to enhance and expand the curriculum and encourage pupils to make a commitment to a team and to attend practices.

Design and technology

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

Main strengths and weaknesses

- Information and communication technology is used well to encourage pupils to investigate designs.
- Although pupils plan their design and technology projects, insufficient attention is paid to a consistent approach across the school.

Commentary

64. Despite limited evidence it was possible to make a judgement that standards are broadly average by the age of eleven because two lessons in Years 5 and 6 were observed. There was insufficient evidence to make a judgement at age seven. Pupils' work from across the school was also examined. This revealed limited recording because pupils did not always include a plan, a list of materials and instructions on how to make it. The evaluation of the finished product tended to be brief and rushed particularly by the older pupils. However, the work of the youngest pupils showed how the appropriate information was being recorded.
65. The quality of teaching is satisfactory with some good features. Questioning is used effectively to extend pupils' knowledge or reinforce a teaching point. The teacher is knowledgeable and enthusiastic and this motivates the pupils, who are keen to succeed. However, because of inconsistencies in teaching when pupils were lower down the school and the school's emphasis on the core subjects, pupils do not always develop the relevant skills. One very good feature is the use of computers to research a project. Pupils in Year 5 are making instruments and in order to produce a playable instrument they use the internet to look at simple instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils have a good range of opportunities to extend their social skills through a wide variety of events.
- Pupils enjoy taking responsibility and do this well when given the opportunity.
- There are limited opportunities for pupils to work independently outside the classroom.

Commentary

66. The attitudes of pupils towards their work and the relationships they enjoy with each other and with adults are good and are the result of the school's efforts to ensure that pupils develop a clear understanding of their responsibilities, not only for themselves but also towards others. Good examples of this are the caring attitudes demonstrated by older pupils for the welfare of younger pupils in and around the school, and pupils' understanding of the lives of less advantaged children through the schools links with a school in Ethiopia. Pupils generally treat each other with maturity, listening carefully to what others have to say.
67. The pupils enjoy a good range of opportunities to extend their social skills through the extra-curricular activities on offer, including competitive sports events against other local schools. Further opportunities are offered through the residential visit during which pupils experience a wide range of outdoor adventurous activities and team building sessions. This enables pupils to take responsibility for their own and others actions and has positive effects on their relationships within school. The school delivers an effective health education programme partially through its science curriculum but also via the Drug Awareness Resistance Education programme. School assemblies also make an appropriate contribution to pupils' awareness of the needs of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgment</i>	<i>Grade</i>
The overall effectiveness of the school	4
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	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	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	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	4
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).

