

# INSPECTION REPORT

## TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 131439

Headteacher: Mrs S A Element

Lead inspector: Ms R J Schaffer

Dates of inspection: 17 – 19 May 2004

Inspection number: 258239

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	408
School address:	Longford Road Heath Town Wolverhampton West Midlands
Postcode:	WV10 0UB
Telephone number:	01902 558 410
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Clark
Date of last inspection	22 June 1998

## CHARACTERISTICS OF THE SCHOOL

Trinity Church of England Primary School is larger than most other primary schools with 408 boys and girls aged three to eleven including 59 children who attend the nursery part-time. Currently about 34 per cent of pupils are in receipt of free school meals and this is higher than in most schools. The proportion of pupils with special educational needs is similar to that found in most schools. There are no pupils with a statement of special educational need and this is below the national figures, but there are three pupils waiting for statements. The nature of these pupils' needs is mainly from behaviour and emotional problems or moderate learning difficulties. The school has 86 pupils for whom English is not the mother tongue and the proportion of pupils from ethnic groups is above average. The main languages spoken are Punjabi and Somali but there are several other languages spoken by a small number of pupils. There are 30 pupils who have recently arrived as refugees. Mobility of pupils in and out of the school other than at the normal time of admission is above average. The socio-economic circumstances of the school are less favourable than elsewhere. The attainment of most pupils on entry to the school is well below average.

The school has received a number of awards, including the DfES Achievement Award, Investors in People, Artsmark Gold and the Activemark. It is involved in the national initiative, Space for Sports and Arts, and the local initiative in the Black Country Creative Partnership.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23698	J Schaffer	Lead inspector	English Special educational needs
19740	A Smith	Lay inspector	
30075	M Duggan	Team inspector	Science Information and communication technology Design and technology
17877	C Ingham	Team inspector	Music Physical education Areas of learning in the Foundation Stage
20003	S Metcalfe	Team inspector	Mathematics Religious education English as an additional language
5902	M Harrison	Team inspector	Information and communication technology Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** Pupils' achievements are very good. Starting from a well below average level of attainment on entry to the school, pupils attain standards that match the national average by the time they leave. The headteacher, who has very good support from the governors, sets a high standard of care and concern for every pupil. Teaching is very good. Christian values are reflected well in the warm ethos securely established throughout the school community. The school provides very good value for money.

The school's main strengths are:

- Pupils' achievements are very good because of very good teaching.
- The excellent leadership of the headteacher inspires a committed staff team.
- A very caring ethos supports all pupils and results in very good attitudes and behaviour.
- The children make a flying start to their education in the Early Years and Foundation classes.
- The deputy headteacher and senior management team contribute effectively to the very good leadership and management of the school.
- The enrichment of the curriculum, through the creative arts, personal, social, health and citizenship education and after-school activities, benefits pupils greatly.
- Pupils attain a higher standard than in most schools in art and design and dance.

At the time of the previous inspection, pupils' achievements in Years 3 to 6 were unsatisfactory. Successful efforts to improve the quality of teaching and provision overall has seen a continuous rise in standards. Overall improvement since the last inspection has been very good.

### STANDARDS ACHIEVED

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

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

**Pupils' achievements are very good overall.** When children start in the Early Years, their attainment is well below that expected for children of their age and almost a third are at an early stage of learning to speak English. They make very good progress but overall their attainment is still below that expected for their age when they start in Year 1. In Years 1 and 2, pupils' achievements continue to be very good so that by the end of Year 2, standards are above average in English and average in mathematics and science. This represents an improvement on standards attained in national tests in previous years. Although there is a slowing of progress in Year 3, pupils' achievements are good in Years 3 to 6. Current standards in Year 6 are average. This is an improvement on the results in national tests for 2003 for mathematics and science but a dip in English. The percentage of pupils who attained the higher level in English in 2003 was well above the national average and reflected a particularly high attaining group of pupils who enjoyed English and improved their skills at a very good rate. When compared against schools whose pupils gained the same results in Year 2, they were in the top 5 per cent. Pupils who speak English in addition to their home language make good progress in learning English and in their work in other subjects. Pupils with special educational needs make good progress towards their individual targets, although those who learn more slowly than others do not make as much progress in spelling as they could.

The provision for the **pupils' spiritual, moral social and cultural development is very good.** Pupils respect each others' feelings and beliefs. They have very good attitudes to their work and they behave very well. Although most attend regularly, there are some pupils whose attendance is not good and this makes the overall attendance at the school below average.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education** for its pupils. Overall, teaching is very good and curriculum planning is good. In the Foundation Stage, the staff work exceptionally well together to provide vibrant, stimulating and attractive areas of learning that meet the needs of young children very well. In Years 1 to 6, lessons are organised skilfully and pupils' understanding carefully assessed so that work is a very good match to their needs. In many lessons, pupils are inspired by teachers' enthusiasm and activities that challenge their thinking. In Year 3 teaching, although satisfactory, fails to inspire in the same manner and pupils work diligently rather than with the eagerness seen elsewhere. In all year groups, warm and trusting relationships create an environment where pupils feel happy and confident. The difficulties of pupils with special education needs are identified quickly and extra support is provided where needed. Classroom assistants are well trained and committed members of the teaching teams. The school benefits from special skills and expertise among the staff. However, in science the school has recognised that more investigative work needs to be done and in information and communication technology planning for pupils to understand control technology is limited.

## **LEADERSHIP AND MANAGEMENT**

The headteacher's leadership is excellent and overall **leadership and management of the school is very good.** Although setting high standards and expecting full commitment from all staff, the headteacher has a warm, friendly and practical approach that makes the school a welcoming place for all. The significant contribution of the deputy headteacher stems from the example he sets both as a class teacher and as a manager. The school is governed very well. A very stable, and knowledgeable governing body support the school and challenge it to do its best. The school's recent successful bid to improve the accommodation and curriculum through the Space for Sports and Arts initiative is an example of the dynamic and innovative drive within the school leadership.

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

**Parents are very satisfied with the school's provision.** They have confidence in the headteacher and all the staff to do their best for their children. Nearly all pupils like coming to school and they express very positive views of school life.

## **IMPROVEMENTS NEEDED**

Although the school curriculum is well planned it could be further improved by:

- developing investigative work in science;
- providing more opportunities for pupils to use control technology;
- and better strategies to help lower attaining pupils learn to spell accurately.





## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Children start in the Nursery with attainment that is well below average, particularly in communication, language and literacy. Their achievement and that of pupils in Years 1 and 2 are very good. In Years 3 to 6 pupils' achievement is good. Standards in English are average by the end of Year 6 and above average by the end of Year 2. In mathematics and science, standards are average by the end of both Year 2 and Year 6. Overall, standards achieved are **very good**.

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

- Children's achievement from the Nursery to Year 2 is very good.
- Standards by the end of Year 6 in English, mathematics and science have improved from below or well below average almost every year from 2000 onwards.
- When compared to schools with similar attainment in Year 2, the school's results are well above average, despite the high number of pupils who come and go during their primary education.
- Current standards in English in Year 2 are above average.
- Pupils who speak English as an additional language make very good progress in learning to speak English.
- By the end of Year 6, standards in art and design and dance are above average.

#### **Commentary**

- 1 Improvement in standards has been very good since the previous inspection. At that time, pupils' achievement in Years 3 to 6 was unsatisfactory and standards at the end of Year 6 were below average in English and science and well below average in mathematics. From 2000 onwards, standards in all three subjects have risen, almost year-on-year, and in 2002 the school's improvement was recognised by an Achievement Award from the DfES. In 2003, the cohort of pupils in Year 6 attained above average standards in English but dipped to just below average in science and mathematics. The chart below (for Year 6) shows that an average performance was just missed by 0.3 points in mathematics and 0.2 in science, a very small margin indeed. In this cohort, pupils had particularly good attainment in English and there was a well above average number who attained the higher level and this was not replicated in mathematics. The school explains this as a characteristic of this cohort of pupils, and this is a reasonable explanation as in the year prior to this standards had been higher in mathematics. The standard of pupils' work currently in Year 6 is average in English, mathematics and science with fewer pupils attaining the higher level in English than in 2003. In Year 2, pupils are attaining an above average standard in English and average standards in mathematics and science.
- 2 The introduction of the creative arts as a means of encouraging pupils and motivating them to learn has been successful, even though it is at a relatively early stage. Pupils' self esteem has risen through successful work in dance and art and design, and this has been particularly true for the boys of ethnic minority groups in Years 3 to 6. Their progress in all lessons has improved and this is reflected in the performance of boys in the national tests at the end of Year 6. Currently standards in dance and art and design are above average and standards in music are approaching this level.

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

Standards in:	School results	National results
Reading	15.9 (15.8)	15.7 (15.8)
Writing	14.9 (14.3)	14.6 (14.4)
Mathematics	16.0 (16.6)	16.3 (16.5)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

- 3 In Years 1 and 2, pupils' achievements are very good. They make very good progress in learning to read, writing their own sentences and using correct spellings. Pupils enjoy writing and all, including those with special educational needs, use letters confidently to spell out words and form them in a sentence to make their meaning clear. Pupils make good progress in understanding the number system, having confidence to use a number of strategies to work out simple calculations. In science lessons, work is often of a practical nature so that pupils have a satisfactory level of knowledge and an understanding of the scientific process of observation and recording. In previous years, boys' achievements have trailed that of girls by a large margin. The school has put in place some strategies to counteract this; early indications are that these are proving to be effective.

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

Standards in:	School results	National results
English	27.9 (27.5)	26.8 (27.0)
Mathematics	26.5 (28.1)	26.8 (26.7)
Science	28.4 (28.7)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

- 4 In Years 3 to 6, the sharp rate of progress that occurs in Years 1 and 2 slackens a little, especially in Year 3, but nevertheless pupils' achievements are good. Pupils use their skills in reading and writing well. They become independent readers with a good knowledge of literature. In Year 6, a study of Macbeth has been enjoyed by pupils of all levels of attainment. Written work is of a good standard although pupils of lower attainment do not spell as well as they should. In mathematics, pupils are confident in using their knowledge of mathematics to solve problems and they have a good understanding of the use of shape, space and measurement in real life situations. In science, higher attaining pupils are knowledgeable about scientific facts and use scientific terms accurately. Average and lower attaining pupils are less secure with the language of science and scientific processes. In information and communication technology (ICT), pupils attain an average standard at the end of Year 2 and Year 6 and their achievements are satisfactory.
- 5 Children's achievement in the Foundation Stage is very good because the staff are very skilful at supporting their personal development and their learning of language. Despite this many do not reach the goals expected for their age by the end of the reception year. This gives a flying start to the acquisition of spoken English by those who learning English in addition to the language they speak at home. Pupils' achievement in speaking and listening is further supported by the good practical activities provided in Years 1 and 2 and a good focus on paired and group work in Years 3 to 6. Pupils who are at an early stage of learning English when they start in the school make rapid gains in their acquisition of the language and their ability to participate in all areas of school life. Pupils with special educational needs are assessed at an early stage and provided with good support so that they make good progress towards their individual targets.

- 6 There are many barriers to learning for a good proportion of the pupils. The school works hard at helping pupils overcome these barriers. Pupils work very well up to their capacity and they make considerable progress from a low starting point. For many, this is because their self esteem is raised in subjects that allow them to express their creativity and develop their personal and social skills, as can be seen from their good achievement in music, art and design, physical education and religious education.

#### **Raising the achievement of boys, especially those of Afro-Caribbean origin.**

An examination of the points scored by boys, in comparison with national averages, shows that in 1999, they trailed behind other boys nationally by 2.9 for English, 3.9 for mathematics and a colossal 4.3 in science. These boys were not doing well. The school knew that a significant number of the boys that were not achieving well were of Afro-Caribbean origin. The headteacher, a determined leader, was not going to sit back and let these boys fail. The problem was tackled on two fronts and in 2003 the boys' performance in national tests for Year 6 was 0.6 points ahead of other boys nationally. This successful outcome was achieved by:

Firstly, a community co-ordinator was appointed from the local Afro-Caribbean community; his brief was to provide a role model, confidant, sportsman and friend to pupils and parents alike. His very good relationship with pupils in a Year 3 sports lesson, when they quickly learnt new skills of throwing and fielding and worked together well in teams, leaves no doubt that he has succeeded in his brief. Boys from ethnic minority groups are inspired by him, as are boys and girls from all groups.

Secondly, the creative arts were encouraged and developed. A black, male dancer was invited to lead a school celebration of dance and, although not seen on inspection, this was very effective in interesting boys in an area of the curriculum they had ignored before. The current co-ordinator for the arts has successfully built on this beginning and provides lessons in which all pupils can express their feelings and ideas through the language of dance. Because of the success pupils experience in the arts and sport, their self-esteem and motivation is greatly enhanced. As a result, they work hard in all lessons and the quality of their work and thinking has improved.

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

Pupils' personal development, including their spiritual, moral, social and cultural development is **very good**. The school's actions to monitor and improve attendance are **good**, although attendance levels are still **below** the national average and punctuality is just **satisfactory**.

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

- Pupils have very positive attitudes to the school and the staff, and behave well.
- Pupils' personal development is very good; pupils use their initiative and willingly accept responsibility.
- Attendance data is in the bottom ten per cent of schools across the country despite the vigorous efforts of the school to make parents aware of the importance of regular and punctual attendance for their children.
- Pupils' spiritual, moral, social and cultural development, and their understanding of multicultural issues, are very good.
- Pupils have a very good awareness of right and wrong and show good respect for others feelings and beliefs.

#### **Commentary**

- 7 The majority of pupils of all ages like coming to school, know they learn well and get very good support when they need help with their work or relationships, especially from the community co-ordinator, class teachers and support staff. As pupils have very positive relationships with all adults, they respond very well and are willing to try hard to do all that they are asked to do. Children in the Foundation Stage achieve very well the targets set for

them in personal and social development and are making very good progress from a very low start.

- 8 Pupils work hard overall because they have very positive relationships with the staff. All staff insist on very high standards of behaviour and pupils of all ages respond very positively and try hard to live up to the expectations. In lessons, they work well independently or as part of a pair or group because they are trusted to get on sensibly. They share resources well, take turns in using equipment and happily help to keep their classrooms neat and tidy.
- 9 Behaviour is very good overall. Pupils behave well during lessons and at break and lunch times. Older pupils cheerfully help those younger. Pupils know that name-calling, bullying and harassment are dealt with very quickly, the school having a zero tolerance of any of these. Pupils with special programmes to support their behavioural needs also have good attitudes to school. They respond well to planned activities that match and support their needs. There were no exclusions in the last school year.
- 10 Pupils' personal development is very good as a result of the very positive personal, social and health education programme. Relationships between pupils are very good overall. Pupils are proud of all their achievements both in and out of school and are motivated to put hard work and effort into all they are asked to do. All achievement is celebrated. In class there are personal and social development sessions that enable pupils to discuss issues of common concern and consider relationships. As pupils feel adults are fair and listen carefully to their views, they are happy to share their opinions and concerns with others in a discussion session. They are developing the social skills of taking turns and listening carefully to adults and each other. Children are encouraged to use their initiative and accept responsibility well. This was particularly well demonstrated by pupils tidying away after assemblies and running errands, raising money for charity and helping those younger than themselves when they need a 'buddy'.
- 11 The school provides very well for pupils' moral and social development through the behaviour policy and moral focus within classes. Improvement in this aspect since the previous inspection has been good. The contribution pupils make to the life of the school supports their social development well. Their cultural development is very good, including provision for learning about life in multicultural Britain. The work in history and religious education is enhanced by the celebration of festivals and visitors into the school from the local community. Work in lessons and in the opportunities provided through activities out of school time promote and develop pupils' interest in the arts. Spiritual development is also well developed. The hall has a focus table for assemblies and the school uses music very well to set the atmosphere for prayer. However, the opportunity for pupils to reflect in quiet could be further developed, especially in assemblies, and not all teachers make the most of opportunities to nurture a sense of awe and wonder and inspire pupils about the world around them.

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

Authorised absence		Unauthorised absence	
School data	5.6	School data	1.1
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.*

- 12 Attendance rates are currently well below the national average in comparison with other schools. The school rigorously monitors attendance and punctuality and attempts in many ways to make parents and pupils fully aware of the significance of full attendance and punctuality for pupils and the class. However, there are a significant number who persist in taking pupils on holiday during term time and not informing school of reasons for their

children's absence. The strong family ethos within the school supports pupils so they are very happy to be there. The majority of pupils arrive in time for a prompt start to the day.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good** and has improved since the previous inspection.

### Teaching and learning

Teaching and learning in all stages is **very good**.

### Main strengths and weaknesses

- Relationships between adults and children are very good; a main contributory factor to pupils' confidence and willingness to work.
- The skills and knowledge of teachers with special expertise improves the quality of teaching.
- Teachers in the Foundation Stage have a very good understanding of how young children learn and they provide a wealth of interesting and relevant activities.
- Assessment is used very well by all year groups to ensure that work is well matched to pupils' next stage of learning.
- Teachers and classroom assistants work very well together to support pupils with special educational needs, although there is sometimes confusion over their targets for English.
- Strategies for teaching spelling in Years 3 to 6 are sometimes unhelpful for lower attaining pupils.
- Good opportunities are provided for pupils to work together in pairs or as a group so that they can develop language skills through speaking and listening to one another, especially in Years 1 and 2.
- The quality of teaching and learning in Year 3 is not as high as elsewhere.

### Commentary

- 13 The deputy headteacher plays a significant part in ensuring the high quality of teaching in the school as his teaching provides a very good example for others. The ethos of the school is based on mutual respect; teachers convey to pupils that they respect them and value their ideas and this provides a firm basis for the very good working atmosphere in nearly all classes. High expectations of good behaviour are coupled with warm friendly relationships and shared moments of humour.
- 14 Teaching in the Foundation Stage is very good and sometimes excellent. Teamwork is a strength. The children make rapid strides in their learning because the staff have a deep understanding of the Foundation Stage curriculum and how young children learn. They have high levels of energy and vitality and ensure learning is a joyous experience. Organisation is simple but effective and daily routines are securely established so that children learn them quickly. They have complete confidence in the adults who care for them so that they can explore the stimulating environment and many activities with full concentration.
- 15 Throughout the school, planning is good with teachers identifying clear objectives for lessons. Year group teams meet weekly to evaluate and plan additional work with classroom assistants included in the process. Teachers are skilful at assessing pupils' understanding accurately in lessons and when reviewing work. They use their assessments, and those from more formal systems of assessment, well to plan tasks. As a result, lessons are well matched to pupils' needs. In whole class teaching times, questions are targeted at pupils of different levels of attainment and in group or independent work, tasks are set at several levels of difficulty. Because of this, pupils of higher attainment are challenged well and those with special educational needs receive good support and learn at a good rate. Classroom assistants are well informed about the best methods to support pupils' with special educational needs. With the class teacher, they tailor activities to suit pupils' level of

understanding. They encourage pupils well and communicate high expectations. Teachers generally make good use of ICT to promote interest and develop skills, although use of programs specifically targeted at pupils who learn more slowly than others is limited.

### **Summary of teaching observed during the inspection in 58 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	30 (52%)	14 (24%)	11 (19 %)	0	0	0

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

- 16 Subject knowledge is high because of the good guidance of subject leaders and the example of teachers with special expertise in subjects such as physical education and music. In most classes, explanations are well judged and timed; pupils give teachers their full attention because their interest is held, often by short, varied tasks at which pupils quickly succeed. However, in Year 3, teachers' explanations are sometimes overlong and the pace of lessons drifts with the result that pupils become inattentive. This leads to further delay in the lesson as teachers spend time on behaviour management. In this year group, lessons were always satisfactory but lacked interest. In Years 3 to 6, while good and recommended methods of teaching spelling are generally used, some good strategies are missed. The school has identified the need to improve methods. While higher attaining pupils learn to spell satisfactorily, those who struggle to spell do not have enough support to identify letter sounds and so they keep making mistakes.
- 17 The school generally uses its very good systems of assessment well to set targets for pupils. In Years 1 and 2, pupils' targets are very visible and pupils understand when they have achieved them and what they have to do if they are not yet achieved. In Years 3 to 6, pupils' targets are displayed but in these year groups there is a much greater range within each National Curriculum level, or part of a level and some pupils lose track of how well they are doing when working towards their target especially in English. However, some pupils of average and higher attainment have a very good understanding of what they need to do to reach their target. It is, in the main, those with special educational needs who are not using the longer term targets well. They have a short term target in their individual education plan, and they work towards this well when withdrawn by classroom assistants. However, because there is no link between the two targets, the longer term ones fail to motivate.
- 18 In Years 1 and 2, teachers are particularly knowledgeable about the best methods to develop speaking and listening for all pupils, especially for those with special educational needs and those who speak English as an additional language. There is a good understanding in all year groups that pupils need to be able to talk about their ideas before writing them and so spoken sentences are modelled by teachers and opportunities are provided for pupils to practise verbally what they are going to write. Teachers use role play to demonstrate or bring to life the intended learning. For instance, in an excellent lesson in Year 6, two teachers held the pupils spellbound as they acted out a short scene of a Victorian melodrama. Paired activities and group discussions benefit all pupils but especially those who are learning English in addition to the language they speak at home. They join in with activities with enthusiasm.

### **The curriculum**

The inclusive nature of the school's organisation and provision means that all pupils benefit from a **good** curriculum. Pupils enjoy a very good range of out-of-school activities featuring sports and the arts. Accommodation is very good and enhances opportunities for learning. Overall improvement since the previous inspection has been very good.

## Main strengths and weaknesses

- The meaningful way work in different subjects is planned within themes, particularly for pupils from nursery to Year 2, helps to make learning interesting and allows teachers to be creative.
- The school is well resourced and benefits from very good accommodation.
- There is a very good range of clubs and out-of-school activities including residential trips, but pupils cannot use the school's facilities beyond the school day for homework and independent study.
- The creative arts and personal, social, health and citizenship education benefit pupils' learning.
- Although the curriculum is generally well planned, some aspects of the ICT curriculum are not fully in place, and there are limitations in the planning for investigative work in science and methods of teaching spelling.

## Commentary

- 19 All National Curriculum requirements are met although, as the school is aware, pupils do not yet have the opportunity to learn to use control technology within the ICT curriculum. A secure overview of curriculum planning ensures that there is good continuity in what is taught each year and that work builds on from previous learning. Pupils benefit from rich experiences that help to make subjects relevant to their interests. They cite a number of subjects they enjoy including mathematics and physical education. The school has made a good start to interpreting the new national guidance for primary schools that aims to include enjoyment in learning while maintaining high standards. In particular, the building of links between subjects helps pupils to develop and apply skills universally and to make learning fun. This is more evident in planning for the younger pupils but competences such as enquiry skills are built upon as pupils pass through the school. Opportunities developed through active participation in *Black Country Creative Partnership* are having a positive impact throughout the school, in subjects such as dance and art and design. The school is using this link to be innovative in its curriculum provision, for example, it is starting out on a new initiative to make science teaching more creative. The school has been awarded Artsmark Gold for provision in the arts.
- 20 The school ensures that all pupils are included, there is very good equality of access and barriers to learning are overcome. The school's community coordinator powerfully influences the school's ethos and his involvement raises pupils' self-esteem, provides links between teaching, support staff, and the community and his work in classrooms provides a gateway to learning for many pupils. Provision for pupils with special educational needs and for those who are learning English as an additional language to the one they speak at home is good and well appreciated by parents. Pupils' needs are identified early and individual education plans identify appropriate targets and resources, such as sloping tables for those who have difficulty writing. In some instances, in Years 3 to 6 confusion between class targets and those for individual plans make support less effective. Good catch-up programmes are used in the younger classes but because of changes in staff, the older pupils do not have the benefit of these. Pupils who speak English as an additional language are assessed by outside staff and their progress monitored by a staff member in conjunction with class teachers. The school also recognises its gifted pupils and differentiates work in classrooms to accommodate those with higher ability. It has not yet put in place the means to measure the success of its provision for gifted and or talented pupils but can point to successful opportunities provided for those with musical, dramatic or sporting talents.
- 21 Very good programmes and practice are in place to develop pupils' personal, social and health education. Circle times, assemblies and visitors, reflecting the community served by the school, help pupils to consider their role within the school and wider community. There is a programme of day trips and pupils as young as Year 2 have opportunities for residential stays. Effective links have been created with local high schools whose teachers visit the school and enhance the curriculum by teaching French to Years 5 and 6 pupils. The school

works hard to establish good transition between the different stages of education. Year 6 pupils begin transition work which they will then complete on their transfer to high school.

- 22 Pupils benefit from a good range of clubs and other out-of-school activities, covering sport, music, chess and computers. Parents are impressed with these opportunities. Such activities, allied with opportunities to become house captains, be elected to the school council and, through application, to become a prefect, are examples of the very good provision for personal and social education. However, pupils cannot currently use the library, computer suite or quiet working spaces for out-of-hours independent study, to complete homework or undertake projects. In an area where not all pupils will have these facilities at home, the school is considering whether it could make such learning opportunities available. Apart from the computer suite, which is cramped and poorly sited, much of the other accommodation is excellent. The school has sufficient hall space for all pupils to meet, a superb dance studio and separate dining areas. A music laboratory, well appointed light and airy classrooms and outside play areas are appropriate for both younger and older children. The school has marshalled a good range and quality of equipment and books to support its teaching.
- 23 The school buildings and classrooms are attractive, well kept and contribute to the school's stimulating learning environment. There is a good mix of skills and experience within the teaching and support staff, and pupils benefit from opportunities to be taught by teachers and support staff with specialist subject expertise in music, dance and drama. Classroom assistants and visiting experts work well with pupils including those with special educational needs and those for whom English is an additional language.

### **Care, guidance and support**

The school provides **very good** care, guidance and support for all of its pupils. The involvement of pupils in the school's work and development is very good. Monitoring and guidance of pupils' development is very good.

### **Main strengths and weaknesses**

- There is a strong, caring ethos within the school.
- The very good relationships between pupils and staff ensure pupils feel valued and that they can turn to staff if they need help.
- The involvement of pupils in the school helps them to develop responsibility.
- The induction arrangements for pupils are very good helping them to settle quickly into school life.

### **Commentary**

- 24 The school's very positive outlook on the importance of care and guidance contributes very well to the welfare and security of all pupils. This plays a strong part in developing pupils' confidence and very good attitudes to learning. The staff have successfully developed a family atmosphere that is beneficial to all pupils' feelings of self-worth. They provide well-informed support, advice and guidance through their good knowledge of each pupil and effective records of pupils' academic and personal achievements. Very good relationships form the heart of the school, a secure place for all to learn.
- 25 Arrangements for pupils to enter school life are well planned and carried out and this helps them to settle quickly. These arrangements are central in developing the quality and depth of the trusting relationships between pupils and staff at a very early stage.
- 26 An effective school council is in operation. This, in conjunction with other provision, such as circle time, class monitors and a house system has encouraged in pupils a keen participation in all aspects of the school. They are actively involved in plans for improvement. For



instance, before the new building was embarked upon, they learnt about the plans architects draw up and what happens on a building site. They are given good opportunities to make appropriate decisions about school life.

- 27 The governing body has adopted the local education authority's policy on health and safety. They carry out effective risk assessments, both internal and external. Child protection is considered as a high priority and those responsible are suitably trained. Staff understand the need to be aware and maintain constant vigilance. They know pupils' individual qualities and backgrounds very well. Pupils feel very well supported and can therefore confidently discuss any concerns they might have. Good systems are in place to support attendance and punctuality, although there is still insufficient response from parents to improve attendance.
- 28 The school places a high priority on the support for pupils with special educational needs and those from minority ethnic backgrounds. The very good ethos that has been developed enables these pupils to be confidently involved in all aspects of school life. The school's strategies for identification of their needs are clear and well supported by consultation with other educational agencies and medical services where necessary. The school has very effective strategies for informing and consulting with parents. and this supports these pupils well.

### **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- Parents have very favourable views of the school.
- They receive good information about their children's progress and about general school matters with the school canvassing parents' opinions.
- Information and support for parents with special educational needs is very good.
- Links with community and high school enrich learning experiences for pupils providing very good opportunities for social development.
- The school seeks to involve parents in their children's learning so as to extend pupils' learning into the home.

### **Commentary**

- 29 Parents hold the school in very high regard and are understandably very happy with the education provided for their children. Parents describe the school as a very happy place in which good friendships exist between pupils, teachers and parents. There is nothing that significantly displeases parents. They believe school is very fair to all and their children are encouraged to be considerate and develop a mature viewpoint. Parents consider the school to be well led, with very good teaching and strongly promoting a work ethic. They see their children liking school and being helped as they mature and become more independent. Parents appreciate the welcoming atmosphere in the school and the guidance that they get to enable them to support their children at home. Inspectors agree with these views.
- 30 The school provides good information to parents on their children's progress and on general matters. Particularly impressive are the pupils' annual reports. These give very good detail of attainment and progress in all subjects and inform parents about the next steps their children need to take to improve. Annual topic sheets for each year group are issued and suggestions to enable parents to help their children move forward in their learning are offered at meetings. Where there is a concern, the school is quick to consult parents. Parents of pupils with special educational needs are kept very well informed about the progress their children make and are invited to all relevant meetings. The special needs co-ordinator provides very good

support to parents by explaining how they can best contribute to their child's progress. Statutory documentation, such as the school prospectus and governors' annual report to parents, is well presented, useful and informative.

- 31 Parents support the school well. They know the school routines and expectations, including those for attendance, punctuality and behaviour. Many parents help their children with their work at home and this has a positive effect on pupils' progress. The school has a small but very willing band of parent helpers. They also provide willing help on visits out of school. However, a few parents still do not ensure that their children attend regularly.
- 32 There are good links with most other schools in the area, specifically the local high school to which most pupils transfer. Links with the community and a wide range of visitors provide very good enrichment for the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school has strong links with the church through the governing body and events such as the festivals on the Christian calendar and class visits. Clergy and church members visit regularly and hold rewarding, whole school assemblies.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are **very good** overall. The high standards reported in the last inspection are being maintained but with an improvement in the management of the Foundation Stage and special educational needs.

### **Main strengths and weaknesses**

- The leadership of the headteacher is outstanding.
- The deputy headteacher and senior management team are very committed to raising standards while ensuring the care and personal development of each pupil.
- Responsibilities are delegated effectively.
- There is a culture of very good teamwork and a strong drive for improvement.
- Governors are knowledgeable, committed and fulfil their duties very effectively.

### **Commentary**

- 33 Since her appointment, the headteacher has quickly gained and maintained the confidence of governors, staff, pupils and parents. She provides excellent leadership for the school and has a clear vision for its development, exemplified well in her drive to incorporate successfully into the school curriculum projects such as Space for Sports and Arts and the Black Country Creative Partnership Project. The deputy headteacher provides a very good role model to others, both as a class teacher and school manager. School leaders, including the senior management team and the governors, work very well together with sights set on raising standards and ensuring each pupil reaches their full capability. The school values pupils for themselves and places great emphasis on their individual welfare.
- 34 The school is very successful in meeting its aims and values, as reflected in its mission statement. As a result of the overall very good leadership and management, a calm and purposeful atmosphere exists in which effective learning takes place, illustrated well during a Year 3 personal, social and health education lesson led by the community co-ordinator. There is a close working partnership between staff, governors, parents and pupils which has a positive impact on learning.
- 35 The senior management team carries out its duties conscientiously and effectively. Delegation is genuine and very good. Subject leaders monitor teachers' plans, moderate pupils' work and carry out lesson observations. Regular phase and whole school meetings ensure that all relevant issues are dealt with swiftly and effectively. The efficient system in

place for appraisal and performance management of teachers and other staff is very supportive of their professional development, proven by the number who gain promotion both within the school and elsewhere. New members of staff, including those new to teaching, are welcomed warmly to the school and are supported very well. They immerse themselves quickly in the very good team culture and adhere to their job descriptions conscientiously and with vision.

- 36 The governing body has a very good understanding of the strengths and weaknesses of the school. It is both challenging and supportive of the headteacher and senior management team. Its impact on shaping the direction of the school is very good. For example, it is very supportive of the innovative projects already mentioned, and its foresight in appointing a community liaison teacher has reaped rewarding dividends, especially in relation to pupils' social, personal and emotional development and raising their self-esteem. Governors are clear about their own responsibilities and those relating to the headteacher. They evaluate their own performances regularly and fulfil their statutory duties well. They are involved keenly in school targets for the school development plan and the evaluation of the school's performance in relation to pupils' achievement. Governors meet regularly with key staff, observe lessons and give some support in classes. The chair of governors, whose knowledge and understanding of management issues are wide-ranging, is in regular communication with the headteacher. This is a very confident governing body with all the relevant committees in place. Together with the headteacher, it is committed to meeting the learning needs of all pupils. As a result, the school is effective in ensuring that all pupils are included in the educative process.

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

Income and expenditure (£)		Balances (£)	
Total income	931,794	Balance from previous year	76,333
Total expenditure	953,254	Balance carried forward to the next	54,873
Expenditure per pupil	2303		

- 37 The governing body, together with the headteacher and office administrator, manage school funds very well. They are rigorous in evaluating the effectiveness of spending decisions. Principles of best value are understood well and are applied, and efficient systems are in place to ensure that the school gains best value for money. Financial and general administration in the school is very efficient. Recent audit recommendations are being implemented. The school meets the needs of its pupils very well and provides very good value for money.

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

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

Provision in the Foundation stage is **very good** and is a strength of the school.

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

- Children's achievements are very good because of the very good teaching.
- Activities are provided that give children delight and enthusiasm in learning.
- Extending the children's learning by use of outdoor areas is very effective.
- The use of assessment information to guide future learning ensures work is very well matched to children's needs.

#### **Commentary**

- 38 The children start their nursery experience in either September or January following their third birthday. The oldest children attend the morning session led by an experienced teacher and the youngest children the afternoon session led by an experienced nursery nurse. They join the reception class in September or January depending on when they become five. Initial assessments indicate that on entry to the nursery the children's attainment is well below that expected for their age. Most children have a very limited vocabulary and some children do not communicate verbally at all. The majority have poorly developed social skills and a very limited knowledge of the world around them.
- 39 The staff plan a curriculum of high quality so that children are motivated and want to learn. Close and careful observations of the children enable accurate assessments to be made and help to guide the planning of activities. This significantly contributes to the very good achievement of the children. Provision for children with special educational needs is very good. The early intervention of staff ensures good support is provided for these children and they achieve well. Extensive support is provided for children who speak English as an additional language, which significantly contributes to the children's acquisition of English. The co-ordinator was absent during the inspection. However, the very good overall provision in the Foundation Stage indicates that leadership and management are very good and has helped to create vibrant, stimulating and attractive learning areas to meet the needs of young children well. Improvement since the previous inspection is good.

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

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

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

- The children achieve very well and achieve the expected standards for their age.
- Teaching is consistently very good.
- The children demonstrate high levels of confidence and self esteem.
- Relationships are very positive and play a significant part in children's learning.
- Behaviour is very good.

#### **Commentary**

- 40 The children achieve very well and reach the expected standards by the end of the reception year. This is a significant achievement from the very low starting point on entry and reflects the very high quality teaching the children receive. The nursery and reception classrooms

provide exciting environments with very carefully planned learning opportunities so that children are keen to try activities and develop their independence. They are confident learners who approach new situations eagerly. The staff are innovative and seek new ways to enhance the provision. Learning is linked with exploration and play so that children are encouraged to work independently and take responsibility. The children find learning fun and show great delight and enthusiasm in what they do. They show great pride in achievement because the staff value the children's efforts and communicate respect for their work by displaying it attractively. The children are eager to point out to visitors photographs of themselves at work.

- 41 Very clear expectations for behaviour are set and staff deal sensitively with any children that have difficulty following the class routines. Staff are skilled in supporting children who, on entry to the nursery, find it difficult to behave appropriately. The staff provide very good role models and a wealth of opportunities for the children to develop their social skills, for example, as they construct in the building area in reception and role-play in 'SS Trinity' in the nursery outdoor area.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The strong emphasis on the development of speaking and listening skills is very effective.
- Children of all abilities and backgrounds achieve well.
- There is a very good range of opportunities to promote interest in writing.

### **Commentary**

- 42 All children achieve very well although most do not attain the expected levels by the end of the reception year because of the well below attainment on entry. However, approximately a third of the children by the end of the reception year have achieved these levels as a result of the very good teaching. The development of speaking and listening is at the heart of every activity. The children are very interested in their tasks and this encourages them to talk about what they do. The skilled intervention of adults helps the children to verbalise their learning experiences. In the nursery, children gain much from the repetition of carefully chosen language and this successfully contributes to the improving abilities of those children who have very limited speaking skills. The reception class staff build on these abilities and imaginative ideas are used to extend learning. Reception children eagerly listened to a tape recorded interview with a classroom assistant who had found a bottle on the beach and this prompted attentive listening and much discussion about 'the find'. Further discussion was promoted when a computer PowerPoint presentation was used to exemplify the theme.
- 43 Most children begin to develop an interest in writing because they have access to writing areas with extensive resources they want to use and purposes for writing are well planned. For example, the children in the nursery delight in making their own symbols and reception children enjoy writing captions for their pictures. Higher-attaining children begin to spell simple words on their own and write a sentence independently because of the structured approach to developing early writing skills.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teachers provide a wide range of activities to engage the children in problem solving activities.
- Learning is linked across the Foundation Stage curriculum.

### **Commentary**

44 Most children do not attain the expected levels but achievement is very good in relation to the well below attainment on entry because teaching is very good. A significant group of higher-attaining children in the reception class are on target to achieve the expected levels. The children make good progress through the practically based teaching they receive. Children in the nursery see mathematical development as fun and they use blocks, counters and sorting toys confidently to develop their understanding of number. The children in the Seaside Shop role-play area were highly involved in a wide range of mathematical tasks because of the excellent intervention of the nursery nurse. They counted and added coins, sorted the items bought and compared the quantities in their shopping trolleys. Linked to the seaside theme, children counted and compared the shape of shells in the nursery. Competence in number is well developed because the staff maximise the potential of learning opportunities, for example, using balancing scales in baking and making different body shapes in gymnastics. In the garden they look at the shape of flowers. Children in the reception year are grouped by ability for mathematical development sessions and assessment is used effectively; the system works well because activities are well matched to attainment levels. For example, higher-attaining children can generate their own number sentences and calculate using addition to 20. In another activity the children worked in a small group to solve the problem to find the largest container. The focus in teaching was not on telling the children how to solve the problem but in identifying some of the emerging problems.

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

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

### **Main strengths and weaknesses**

- Learning opportunities are rich and varied and this area of learning is very well taught.
- There are effective links with outdoor activity.
- A high focus on developing children's awareness and use of ICT speeds up learning.

### **Commentary**

45 Most children do not achieve the levels expected because of their extremely limited experiences prior to entry. However, because of the very good provision most children achieve very well and a significant number of children are almost achieving the expected levels. Learning is an exciting experience both inside and out that arouses their curiosity and brings some 'wonder' to learning. On the first experience of the 'Sensory Room', nursery children looked in amazement at the lighting effects. They were thrilled with the tactile experiences and the joy of exploring the feel of unusual materials. A high focus is given to investigation and exploration. Children at an early stage of learning to speak English quickly gain new words and expressions as new experiences are encountered. An investigation into floating and sinking was successful because the children had made their own boats and these were tested. The children's understanding was consolidated because of the excellent challenge through questioning by the nursery nurse leading the activity. This led to the children realising when there was a hole in the side of their boat it would eventually sink.

- 46 There are very effective links with outdoor play that provide first hand opportunities for spontaneous exploration of the natural world, including wet weather days when the children don raincoats and Wellington boots for outdoor activities. Since the previous inspection, the development of a very well resourced and spacious area for knowledge and understanding of the world has been organised in the reception practical area and this has significantly improved the provision. The excellent range of resources has a significant impact on developing the children's knowledge of technology. These include computers, concept keyboards, calculators, cameras, cassette players and cash tills which are regularly used by the children.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The standards in dance and gymnastics are above those expected.
- Very skilled teaching helps the children to develop skills and work safely.
- The outdoor provision is very good.

### Commentary

- 47 The children attain standards above those expected in gymnastics and dance which represents outstanding achievement. These high standards are the outcome of very good and excellent teaching. The children benefit from the use of the Dance Studio. The children work extremely well in dance sessions because of the support of specialist staff and the full involvement of other staff. Nursery children demonstrated their ability to put together a short sequence of dance movements because the teacher linked the movements to their own experiences such as 'putting on sun cream' and 'jumping over waves'. In a reception class lesson, the children's ability to follow a quite complex warm up activity to music was quite outstanding. They moved at a very energetic pace whilst keeping in time with the teacher and the music.
- 48 The children have daily access to the outdoor resources which provide very good opportunities to develop physical skills through adventurous activity. They want to go outside because they know there are exciting things to do. They learn to climb and balance and teachers talk to the children so that they learn to improve.

#### Outstanding Practice – Gymnastics – Reception Children

##### Lesson Focus: To develop the skills to jump with control in different ways.

In an outstanding lesson led by the Creative Arts Co-ordinator, the standard of control and co-ordination in movement was well in advance of the expected levels for children of this age. At the start, the teacher demonstrated the correct way to perform various types of jumps, giving children the technical knowledge they needed through a good model. The children watched spellbound. When they practiced the jumps for themselves, they improved and raised the quality of their movements to match the expectation of the teacher. The teacher communicated the way to improve skills through simple language, warm relationships and effective demonstration. The children worked safely and behaviour was exemplary because this was expected. The thoughtful organisation of benches and mats ensured children had many opportunities to practise whilst the teacher observed their movements.

The lesson focused on developing skills in physical education and opportunities for the children to think and talk about their movements. Good efforts were highly praised whilst those which were not as acceptable were sensitively identified. All children could jump with feet together through three hoops and jump high into the air by stretching and using their arms. The more able children performed as gymnasts as they used 'star jumps' from a bench and landed with control whilst maintaining their balance. Some children demonstrated their skills to 'bunny jump' along a bench

## CREATIVE DEVELOPMENT

- 49 No sessions were observed and so no judgements can be made about teaching or the overall provision in this area of learning. However, curriculum plans, the extensive range of resources, photographs of activities, and children's work on display suggest that the provision is very good. Role-play areas are of a very high quality. A very imaginative area in the nursery with backdrops of the seaside, deckchairs, beach umbrellas and many other resources are enjoyed by the children. They played games with beach balls and on one occasion two boys reclined in the deckchairs and ate their ice creams looking totally relaxed. Art and science activities are imaginatively linked so children work with beautiful shiny reflective materials as they make pictures of fish which links well to investigative work.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**, and there has been very good improvement since the previous inspection when pupils' achievements were unsatisfactory in Years 3 to 6.

#### Main strengths and weaknesses

- Pupils' achievements are good in Years 3 to 6 and very good in Years 1 and 2.
- Because of very good guidance from the subject leader, teachers' subject knowledge and understanding of the best teaching methods to use is high.
- Pupils take pride in their work; it is presented well.
- There is a good focus on speaking and listening and this benefits all pupils, but especially those learning English as an additional language to the one they speak at home.
- Strategies for teaching spelling in Years 3 to 6 are sometimes unhelpful for lower attaining pupils.
- Targets are used very well to motivate pupils in Years 1 and 2.

#### Commentary

- 50 When consideration is given to pupils' attainment in English when they start their education, a third know very little, or no English, the schools results at the end of both Year 2 and Year 6 are a great credit to the hard work and commitment of staff and to the leadership of the subject co-ordinator. Standards by the end of Year 6 have improved year on year since 1999 when they were well below average, to average by 2002 and above average in 2003. Current standards in Year 6 are average. This is not because provision has declined; it reflects the higher number of pupils with special educational needs and those who joined late in their primary education in the current year group. The school's results in reading and writing at the end of Year 2 have been average for two years; this year they are above average and this is because of very good teaching that helps pupils develop confidence as readers and writers and learn quickly.
- 51 The need for pupils to develop and improve their spoken English has been a high priority in the school for some time. Even so, the school has made the development of good methods of teaching speaking and listening a priority during the current year in response to national initiatives. In Years 1 and 2, the curriculum is planned so that pupils have opportunities to talk and negotiate with others in social play and creative activities. Throughout the school, opportunities for partner work and short paired discussion times are provided in various innovative ways. Drama and role play, sometimes involving staff, as in a good lesson in Year 4 lesson when the staff took opposing sides of an argument about a proposed site for a zoo, are used effectively to help pupils understand a difficult concept and the language that is needed to express those ideas. Staff assess pupils' skills in speaking and listening well and



often provide support or special activities that will develop early skills. For instance, in a short drama lesson, a newly arrived pupil who spoke very little English was included expertly as he was chosen to play an important role in a dramatised scene, requiring him only to respond with a 'yes' to what others said, but because of his inclusion he paid very good attention to what was said by others.

- 52 In most year groups teaching is good, with very good and excellent teaching in Years 1, 2 and 6. The exception is Year 3 where lessons are satisfactory. The co-ordinator has given clear guidance on the best methods to teach reading and writing and supported staff well in developing pupils' enjoyment of literacy. Classroom assistants have been included in training and are knowledgeable and skilful in supporting small groups. Expectations of pupils' efforts are high and this has resulted in pupils presenting their work well and most tackle difficult tasks with enthusiasm. Pupils form letters well in the youngest classes and write with a good joined hand by Year 4. Teachers share lesson objectives with pupils and request that they write them at the start of their work. Occasionally, as in a Year 3 lesson, when a lower attaining pupil took most of the working time to write the date and the lesson objectives, this is an unproductive use of time. In most year groups teachers generate a sense of anticipation so that pupils look forward to lessons. Lessons are lively and brisk. Time is generally used effectively; in Years 1 and 2, for instance, when pupils arrive in the morning they immediately look to see what 'early morning' task has been set for them to practise a known skill. In Year 3, however, although lessons are satisfactory, they often fail to fully capture pupils' imaginations and interest because explanations are lengthy and questions do not develop and probe thinking.
- 53 In Years 1 and 2, targets for reading and writing are clearly displayed and are often referred to by staff so that pupils strive hard to achieve them. In other year groups, particularly Year 4, good, appropriate targets are set. However, some pupils are not sure of them and so the motivational value is lost. In Years 3 to 6, good comments in the marking of pupils' work direct them to think about what could be improved. Occasionally, however, as in spelling, there are too many corrections and these are not always picked up in subsequent work or marking. The school has identified the need to improve strategies for teaching spelling. Lower attaining pupils, in Years 5 and 6, struggle to spell accurately; they often mis-spell words that they have had in their spelling tests, sometimes over and over again. One of the reasons for pupils' difficulties is that they do not identify sounds well. In the short teaching sessions on spelling, staff in the older classes do not make enough use of the strategies that would make these pupils familiar and confident with using sounds.
- 54 Leadership and management are very good. The co-ordinator has led the subject for some time but her enthusiasm is still keen. Teaching and pupils' achievements are monitored effectively with numerous strategies in place to help and guide staff who are new to the school. Thorough assessment of pupils' learning is the backbone of the good provision. A detailed action plan indicates that new initiatives are considered and tried out with care.
- Language and literacy across the curriculum**
- 55 Pupils are given good opportunities to use their skills in all aspects of English, including speaking and listening, in their work in other subjects. In Year 4, a very attractive display of work in history shows pupils using a variety of writing genres. In Year 5, the teacher effectively set the scene for pupils to empathise with a child sent as an evacuee to Wales. Because their feelings were aroused they were keen to write their letters to their imagined parent. Teachers are identifying good opportunities for English in their planning for other subjects. However, this can result in too much time spent on literacy. If the opportunities for English were identified and then embedded in literacy lessons this would provide pupils with a real sense of relevance in their work in English, while allowing teachers to concentrate on improving skills in other subjects.

## MATHEMATICS

Provision in mathematics is **very good** and has improved since the previous inspection.

### Main strengths and weaknesses

- In Years 1 and 2, pupils' achievement is very good and in Years 3 to 6 pupils' achievement is good.
- The very good attitudes and behaviour of pupils help them to learn well.
- Pupils with special educational needs and those who are at an early stage of learning English are given very good support and they learn quickly.
- Leadership and management of mathematics are very good.
- Pupils' achievements slow in Year 3.
- The mathematics curriculum is good, being firmly based on pupils using and applying mathematics; pupils are given good opportunities to use mathematical skills in other subjects.

### Commentary

- 56 The school's results at the end of Year 6 have improved considerably since 2000 and were above average in 2001 and 2002. In 2003 results were just below the national average but above average in comparison to similar schools and well above those expected based on their attainment when they were aged seven. This is an indicator of very good achievement through Years 3 to 6 and the school's own system of tracking of pupils currently in Year 6 indicates that pupils make very good progress from one year to the next. A significant number of pupils join the school late in their primary education, some coming from other countries and speaking very little English. These pupils settle quickly and after only a short time very good progress can be seen in their work. Current standards are average in Years 2 and 6.
- 57 Although achievement is generally very good, the achievement of pupils between the ends of years 2 and 3 is only just satisfactory and they have not made enough progress. This is as a result of weaker teaching and learning. These pupils have a deficit to make up to attain their full potential by the end of Year 6.
- 58 Overall, teaching is very good, particularly in Years 5 and 6. This is reflected in pupils' learning. Some lessons seen on inspection were not as strong as suggested by the good work in pupils' books. In the weaker but still satisfactory lessons, work is not sufficiently well matched to the pupils' needs for them to learn well and teachers' management of pupils is not always effective. One lesson in Year 2, suffered because the teachers' planning was disrupted by the computer, pivotal to the lesson's success, being out of action. The best lessons are well paced with challenge accurately pitched to suit the pupils' different levels of understanding. Teachers have very high expectations of pupil's behaviour and plan lessons that are enjoyable, pacy and encouraging. They raise self esteem by proving to pupils that they can do anything that is asked of them. These teachers have very good knowledge of the National Curriculum for mathematics and the National Numeracy Strategy.
- 59 The National Numeracy Strategy is well established and has had a big impact on standards, especially amongst older pupils. For example, all pupils now are very secure in their quick recall of basic numbers, Year 1 pupils writing two digit numbers against the clock on their whiteboards while Year 5 pupils compete against each other in a 'duel'; counting fractions in quarters along a number stick. The full curriculum is taught and there are a growing number of opportunities for pupils to carry out investigations. Year 6 pupils, for example used their knowledge of percentages and probability in a 'Tax Evasion Game', managing pocket money, receiving a percentage for helping mum with jobs and working out the interest on money in the bank. Older pupils are taught in 'sets' or classes of pupils with similar ability. Very good use is made of learning support assistants to help pupils with special educational needs take

a full part in lessons. The school support and community co-ordinator also gives very good support in classes to pupils who speak English as an additional language. Good assessment procedures to track the pupils' progress are in place and these have contributed well to the raising of standards. Good use is made of ICT to support work in the subject.

- 60 Pupils have very good attitudes and behaviour and this helps them to learn well. When challenged to learn they rise to that challenge, when teaching is less secure then the response is just satisfactory. Relationships are positive overall and pupils are prepared to work hard because lessons are interesting and matched carefully to their learning needs.
- 61 The leadership and management of the subject are very good. A new subject manager has recently taken up the post and undertaken a detailed analysis of mathematics across the school. Teaching has been and continues to be monitored effectively and pupils' work sampled. Staff with good subject knowledge have provided good guidance for others and senior managers of the school share opinions and review progress effectively. The action plan to develop the subject further is closely linked with the school development plan and is good .

#### **Mathematics across the curriculum**

- 62 Mathematics is used well in other subjects. Measurement is planned into work in design and technology, geography and science. Likewise, time-lines and charts support work in history. Mathematics supports and is supported by information and communication technology with pupils undertaking surveys and then using graphics programs to represent data in table and graph form. The curriculum is designed well to support cross-curricular work and mathematics is planned into this.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils achieve well.
- Teaching is good overall with many examples of very good lessons.
- Pupils' factual knowledge about life processes and living things is good.
- The subject is managed well.
- Opportunities for investigative work are limited in Years 3 to 6.
- The use of assessment to set targets and the system to track pupils' progress requires more rigour.
- In Years 1 and 2, there are good links between creative arts and science.

#### **Commentary**

- 63 Attainment by the end of Years 2 and 6 is in line with the national average which is similar to the last inspection. During the past five years the results of the National Curriculum tests for Year 6 pupils have improved steadily from well below the national average in 1999 to be in line with the national average in 2001 and 2002. In 2003 results dipped slightly to below but when compared with national benchmarks for similar schools they are well above average. These results have been gained despite the high pupil mobility rate within the school, which is a tribute to the staff's dedication. Girls have usually outperformed boys but inspection findings indicate no appreciable difference this year. Pupils, including those with special educational needs, those for whom English is an additional language, and asylum seekers, make good progress. They also achieve well due to good overall and often very good teaching, and their own willingness to learn.

- 64 Although a number of investigations were observed during the inspection, an examination of pupils' work and discussion with them indicate a limited experience of scientific enquiry. However, the vast majority explains well when a test is fair or not, as observed in a very good Year 5 lesson on planning and carrying out an investigation to measure changes in pulse rates. Such experiences, together with the teachers' high but realistic expectations, contribute significantly to deepening their thinking. On the other hand, the over-reliance on work-sheets sometimes hampers their capacity for reasoning processes out for themselves. The subject manager is aware of this and has identified it as an area for imminent development.
- 65 In Years 1 to 2, the development of the pupils' skills, knowledge and understanding is good. They know that light comes from a variety of sources including the sun, and they set up simple electrical circuits using batteries, bulbs and wires. In their study of life processes and living things, they use the outside environment well, for example to examine the habitats of mini-beasts. A current drive to link the creative arts to science was exemplified well in a Year 1 lesson studying the best conditions for the growth of flowering plants. In this lesson, pupils' learning was enhanced as they combined painting and clay modelling with their evaluation of experiments to illustrate the main features of the fully fledged plant.
- 66 By the end of Year 6, higher-attaining pupils have a good knowledge and understanding of scientific facts including the way in which liquids and solids can be separated, how the heart and lungs work, the main stages of the human life cycle, and the adaptation of living things to their environment. Some average and lower-attaining pupils are less knowledgeable about materials and their properties.
- 67 In the lessons observed, teaching was very good in Years 1 and 2 and good overall in Years 3 to 6, ranging from satisfactory to very good. An analysis of pupils' work indicates that this good practice is constant throughout the year. Teachers give particular importance to the acquisition of specific scientific vocabulary, which enables pupils to talk knowledgeably about aspects of science. The purposeful atmosphere created in the lessons contributes greatly to raising pupils' self-esteem and nurturing their very good attitudes. This was seen to very good effect in several lessons, notably two Year 6 classes studying everyday effects of light and in a Year 2 class considering the conditions necessary for the growth of flowering plants.
- 68 The subject is led and managed well. The co-ordinator checks that all aspects are covered and that planning includes opportunities for continuity and progression. He observes teaching and learning, offering verbal and written feedback to colleagues. As a result of this and his analysis of test results, he is aware of the strengths and weaknesses in the subject and remedies these appropriately. Although assessment procedures are good, their use to plan and set targets for the next stage of pupils' learning and to track their progress is not always sufficiently rigorous.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is good overall and pupils work well together on shared equipment.
- The subject is taught regularly and systematically but currently there are no opportunities for pupils to use sensors or control technology.
- Although there are a satisfactory number of computers around the school, the location and layout of the computer suite restricts the opportunities for pupils to work with ICT.
- Teachers set work in familiar contexts so that the tasks and exercises undertaken have meaning for the pupils.

## Commentary

- 69 Standards are in line with those expected in Years 2 and 6 and the pupils' achievement is satisfactory. Support is given where necessary for pupils who are behind with their computer skills and those who are at an early stage of understanding and using English, and consequently their achievement is similar to others.
- 70 In Year 2, the pupils demonstrate good skills when using the mouse and keyboard. These pupils use computers for a good range of activities. For example, they researched and created diagrams to show the life-cycle of a butterfly; they have recreated Mondrain-style pictures; and, have used word processing packages to publish group poetry and to make 'Wanted' posters choosing different fonts, clip art and colours for effect. One lesson observed showed them learning to use a branching database to make decisions. Year 6 pupils can demonstrate how to find out information from different Internet sources and can copy photographs and other graphics from web pages to use in their own publications. There is good evidence that these pupils visit and re-visit their work to edit and improve what they have written, for example some pleasing poetry using fonts and graphics which enhanced the message they wished to send. These standards are in line with that of other pupils of their age. However, Year 6 pupils have not yet been taught email communication or the use of sensing and control technology equipment.
- 71 Three taught lessons were observed. Common strengths were apparent in the teaching such as the development and maintenance of good relationships, good levels of planning and teachers' good understanding of the skills involved and how the programs selected work in general terms. Pupils work well together. What differentiated the very good from the good and average teaching was the teacher's preparation of individual targeted work for pairs of pupils; his understanding of the nuances of the computer program; and his experience which meant that he could predict when pupils needed help rather than having to wait and react to their requests.
- 72 The computer suite is not large enough for whole class sessions especially when equipment failure is taken into account. The layout is another barrier to learning as not all pupils can see what is being demonstrated by the teacher whilst sitting at their computers and the location of the room is inconvenient as it is commonly used as a route to other classes. On the whole, teachers are inventive in the way they group pupils and organise the use of the suite and pupils are considerate as they walk through. However, this impacts on standards, along with the lack of control technology and sensing equipment, as well as pupils' lack of opportunity to compose send, and receive emails. Inspectors recognise that the location and layout of this facility is currently under active consideration and additional equipment has been ordered.
- 73 Information from the assessment of pupils' progress at the end of every unit of work is recorded effectively. It does not appear to be well used however, as all the pupils do the same thing each time they have a class lesson rather than be given tasks according to the skills and achievements listed. Such records are new this academic year and the subject co-ordinator has identified the need to consider the most effective way to use them as the subject of the next review.
- 74 A keen group of interested staff from all parts of the school meet regularly with the coordinator to lead and manage the subject well. They have developed strategic plans, coordinated spending and provided training for themselves and colleagues. Improvement in provision has been made since last inspection, computers are now used more in other subjects and changes in technology have been managed well.

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

- 75 ICT is being used to illustrate and improve learning across the curriculum to a satisfactory level although the school recognises that it needs to improve still further in this aspect, especially with regard to programs that help pupils with special educational needs practise

skills that they find difficult. In displays and records there was evidence of word-processing, graphics and artwork. In some classes, pupils make use of their computer skills in mathematics and science to record data and plot graphs. There are no opportunities to use control and sensing technology in subjects such as science and geography, however, as the school does not yet have the necessary equipment.

## HUMANITIES

### RELIGIOUS EDUCATION

Provision for religious education is **good**.

#### Main strengths and weaknesses

- While pupils' standards at age seven and eleven are satisfactory, achievement is good.
- The quality of teaching and learning is good and pupils make good progress.
- Leadership by the subject manager is good.
- The curriculum is good and carefully linked to the locally Agreed Syllabus.
- There is a good range of artefacts and texts, however, ICT resources are limited.

#### Commentary

- 76 Standards are in line with those expected in the agreed syllabus and pupils' achievement is good. This reflects the findings of the previous inspection. Pupils gain secure knowledge of key festivals, such as Christmas and Easter, sacred texts such as the Bible and Qur'an and symbols of the different faiths such as the cross and the 5 K's from the core faiths of Christianity, Sikhism and Islam. Religious education supports pupils' multicultural education and their spiritual, moral, social and cultural development effectively. Pupils are encouraged to think of the importance of religion in the everyday lives of people. By considering how people in the past acted, they are learning how choice affects world events as well as personal lives. Thus older pupils put themselves in the place of Abraham and Isaac, Moses, Jesus and his disciples and know many stories from the Old and New Testaments such as creation, the giving of the Ten Commandments and the resurrection. Beyond the story they realise that if one person in history had changed their actions or ideas then the future would be different.
- 77 Teaching and learning are good overall. Teachers have good, secure knowledge of the faiths they are teaching and use the good range of resources well to make learning interesting. Teachers use a range of strategies, including role-play, circle discussions and videos well to encourage pupils to learn. They ask high quality questions and support written work by providing key vocabulary and information sources to help pupils consolidate learning. This was particularly effective when Year 6 pupils were looking at how news is spread and can change as passed along a chain, using the entry of Jesus to Jerusalem from the four gospels to compare and contrast opinions. Teachers value pupils' contributions to discussions and encourage all to behave well so that everyone can think, applying learning to their own lives. Good links are made to other areas, such as English, with pupils using their researching skills to find information and to present their findings in different forms including letters, storyboards and extended stories.
- 78 Leadership of the subject is good. Since the previous inspection, the co-ordinator has revised the planning, adjusting the scheme of work to ensure progression from one year group to the next and changed assessment procedures to match. Links with other themes in the overall curriculum of the school are being established, especially with those related to pupils' personal development. There are good quality resources matched to the topics studied. Although the co-ordinator has not been able to monitor the quality of teaching and

learning in classes, she has monitored samples of pupils' work and teachers' planning so as to give good guidance for the development of the subject.

## **HISTORY and GEOGRAPHY**

- 79 With only two lessons seen in history and no lesson in geography, it is not possible to make secure judgements about overall provision in these subjects. There is every indication, however, from pupils' work that standards in history in both Year 6 and Year 2 are broadly in line with national expectations. Year 6 pupils' books indicate through their writing that they have gained key knowledge about several ancient civilisations. They report role-playing residents of a Tudor village showing some empathy with inhabitants and, stimulated by a visitor who takes part in enactments of Tudor battles, have developed some expertise in Tudor weaponry.
- 80 It is far from certain that this level of knowledge is the case in geography. The amount of work in current Year 6 pupils' books is scant, amounting to ten pieces in 18 months in one case and 20 pieces in three and a half years in another. Pupils selected by the teacher discussed their geographical understanding with an inspector and showed a poor knowledge of places, countries, capitals and major land features. Planning in both subjects follows national guidance but on the above evidence, at first impression it would appear that the subjects are not given an equal emphasis.
- 81 Teaching and learning in both history lessons seen were very good. Both teachers shared the learning objectives with the class in language pupils could understand. In the Year 6 lesson the difference between primary sources and secondary sources of historical evidence was discussed and understood by the pupils. Pupils then went on to examine the evidence compiled by members of the class through interviews with older people about key events in the previous four decades. In the Year 5 lesson the teacher took on the role of an air raid warden and some pupils followed suit empathising with those whom the warden had to help. Such lessons stimulate interest and clearly lead to the levels of understanding displayed in the pupils' history work.
- 82 Subject and link leaders in history and geography have moderated medium term plans and senior managers have recently scrutinised pupils' books in history. It would appear from the limited evidence above that consideration should be given to examining outcomes in geography. If inspectors' indications are confirmed this should be given a higher profile in the next revision of the school improvement plan.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The school has recently achieved the Artsmark Gold award which is a significant achievement. Only one lesson was seen in design and technology and so no overall judgement could be made in that subject.

### **Art and Design.**

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

### **Main strengths and weaknesses**

- Attainment is above national expectations by the end of Year 6.
- Creativity is a strength in lessons.
- Teaching, learning and achievement are good in the Years 3 to 6 age range.
- Good attention is paid to still-life sketching.
- Pupils paint well after the style of various artists.

## Commentary

- 83 Attainment by the end of Year 2 is in line with national expectations and by the end of Year 6 it is above expectations. This is a significant improvement since the last inspection when attainment was below national expectations at the end of Year 6. All pupils, including those with special educational needs and for whom English is an additional language, make good progress. They also achieve well due to overall good teaching and their own eagerness to improve. This is also a significant step forward since the previous inspection.
- 84 Pupils in Years 1 and 2 use pastels and crayons successfully to paint flowers, trees and portraits of themselves and their families. Paintings in the style of other artists feature prominently, for example, Hirst portraits and Lowry buildings. Pupils in Year 5 have produced colourful scenes in Kandinsky mode while in Year 4 pupils use pastels and paint effectively after the style of Monet to illustrate sweeping landscapes. A pleasing feature is the attention given to three-dimensional aspects of art, especially in the older year groups, which has resulted in the creation of model hands and skulls, following research of some of Leonardo da Vinci's work. Throughout the school sketching is strongly promoted and completed work includes portraits and observational representations of still-life, emphasising tone, line, shade and smudging to effect perspective.
- 85 Pupils are encouraged to be independent when selecting tools, materials or evaluating each other's work. They are encouraged to think of themselves as artists, seen to good effect in a Year 4 lesson on representing diagrammatically a real or imagined journey. As a result, they are accustomed to discussing features of art work and apply their critical skills well, as noted during a chat with a group of Year 6 pupils about the features of Greek, Aztec and Aboriginal art they have studied. Links with other subjects such as religious education, history and science are used effectively to enhance pupils' knowledge, skills and understanding. Opportunities to use information and communication technology as a wider dimension are taken, as noted in an analysis of Year 6 Mondrian prints.
- 86 Pupils' work is displayed tastefully in classrooms, halls and corridors. This helps to promote pupils' interest and raise their self-esteem. Resources are used well and visiting artists help to inspire pupils' creative talents. This is evident in many of the displays, especially in relation to collages and abstract productions. The subject is well led and managed. The co-ordinator is enthusiastic and helpful to staff who are less confident in their subject knowledge and skills. The subject is used well to develop interest and understanding in other subjects.

## Design and Technology

Only one lesson was seen in design and technology and so no judgement could be made on provision.

- 87 The scheme of work and plans indicate that all aspects of the subject are covered. During discussions, pupils commented positively about the work they had done and were proud of their achievements. For example, pupils in Year 2 could explain how they made models of moving vehicles from wood and cardboard. Pupils in Years 4 and 6 spoke excitedly about how they researched, designed, made and evaluated money containers and model shelters respectively. In the one lesson seen in Year 6, pupils worked hard at constructing a model vehicle powered by a small battery. They had satisfactory skills assembling the model but needed prompting to explain how they had designed it or what they could do to make it better. The co-ordinator has recently taken on the subject and has good plans for its development but as yet has had little time to put them into practice.



## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards are improving and pupils' achievements are good.
- The support of the music specialist teacher effectively develops the expertise of staff.
- Pupils' musical performance is enhanced by their enjoyment.

### Commentary

- 88 No lessons were observed in Years 1 and 2 so an overall judgment on standards and teaching cannot be made. By the end of Year 6, standards are in line with expectations and this represents a good improvement since the last inspection when they were deemed to be unsatisfactory. Good improvements have been made because of the support of specialist staff, revised curriculum plans which now meet statutory requirements and the good teaching.
- 89 The pupils achieve well in music because of the emphasis given to music in the school and the musical talent of specialist staff. Music lessons are led jointly by the class teacher and the music specialist which is an effective strategy. The specialist skills ensure the pupils make good progress. In a very good Year 4 lesson, the pupils understanding of musical vocabulary, such as 'ostinato' and 'falling patterns' was successfully developed through the specialist teacher's humorous strategies. Demonstration is effectively used to improve the pupils' abilities to perform in singing and become actively involved in creating music. The teaching staff have developed their own skills in teaching music because they share the responsibility for teaching with the specialist teacher.
- 90 Practice and performance are aspects of teaching which are most effective in helping pupils to develop their musical skills. Lessons are well prepared and expectations are high. Pupils improve and refine their performance when staff provide effective demonstrations. In a very good choir practice session, the skill of the teacher playing the piano and the singing voice of the support assistant had a significant impact on the quality of the singing. The pupils learnt new war songs quickly and the quality of their singing by the end of the session was very good. The pupils are confident performers.
- 91 All pupils have the opportunity to participate as a member of an orchestra because each week a class orchestra performs in the worship assembly. Year 6 pupils persevered during a practice session to improve their group performance because the teacher ensured a good pace and gave helpful advice. The performance was of a good standard and a credit to the efforts of every pupil and the very good teaching. The many opportunities for performance, both in school and in the local community, have a significant impact on pupils' personal development and raising their self esteem.

## Physical Education

Provision in physical education is **very good**.

### Main strengths and weaknesses

- The standards in the dance element are above average and pupils are achieving well in all areas.
- The very good teaching of dance.
- The focus on teaching skills in dance, gymnastics and games is effective.

## Commentary

- 92 Only one lesson was observed in Year 2 so no judgements can be made on overall standards or teaching. By the end of Year 6 standards are in line with those expected and this represents good improvement since the previous inspection when they were unsatisfactory. Standards in dance are above those expected by the end of Year 2 and Year 6. The pupils achieve well in all areas of the subject. An extensive range of extra-curricular activities make a significant contribution to the pupils' standards in all the aspects of the subject.
- 93 Teaching has improved since the last inspection when some gymnastics teaching was unsatisfactory. Teachers now understand the basic structure of a good physical education lesson and are secure in their understanding of the subject. They plan activities that are physically and progressively challenging for the pupils. Pupils achieve well because the staff focus on the development of skills and involve pupils in the evaluation of their movements. In a good Year 3 lesson, pupils improved their skills in catching because of the very good teaching of techniques. Year 6 pupils developed their understanding of counter balance as a result of direct teaching and demonstration.
- 94 The pupils significantly benefit from specialist teaching in dance and the use of a superb dance studio. Lessons are well planned with specific learning objectives made clear to the pupils. In dance lessons there is much energy, enthusiasm and very good response from the pupils. Pupils enjoy dance lessons. They improve their skills in performing short dance sequences during lessons because the teacher is highly skilled in gaining pupils total concentration, using very good demonstrations and making practice an enjoyable activity. Pupils listen attentively because they want to do well. Pupils are encouraged to discuss and evaluate their own and each other's work, involving them in assessing their own learning, and in taking responsibility for improving it. For example, in a Year 2 lesson, pupils gave their ideas on how to improve their sequence of circle movements by working at different levels. The school has focused on developing the attitudes of boys to dance including the setting up of the boys' dance club. In all the lessons seen, boys showed great enthusiasm and had a very positive approach to the activities.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- The community co-ordinator inspires staff, and works very effectively in providing practical methods of supporting pupils' personal development.
- Pupils' achievements are very good.
- There is a good programme of work that builds on pupils' prior attainment.
- Good links with other subjects, especially drama and physical education promote learning.

## Commentary

- 95 The school's commitment to provide for pupils' personal, social and health education resulted in the appointment, some two years ago, of a co-ordinator with special responsibility for this area and for links with the local community, using funding from the local authority ethnic minority achievement grant support service. Although this member of staff's main responsibility is to those from minority ethnic groups, the resulting work within the school benefits all pupils.
- 96 Lessons for discussion and work on the programmes of study identified in national guidance are well established and supported by a range of whole school activities such as the school

council. The school house system promotes and celebrates pupils' success across a wide range of activities and is supported by links with the community. Lunchtimes and play times are seen as opportunities for further development of pupils' social and personal awareness as are the extensive range of extra-curricular activities, including the promotion of arts, sports and community links. Although many of the pupils start their education lacking confidence, and for some experiences outside of school often erode their self-esteem, their maturity develops well as they move up the school and by the time they are in Year 6 many are confident and articulately voice their opinions. They have a good understanding of issues relating to developing good relationships, respecting differences and a healthy safer lifestyle.

- 97 In the two lessons seen during inspection, teaching was very good. Lessons are well planned with a good mix of instruction and opportunities for pupils to voice their opinions. Interest is maintained by a brisk pace, high expectations of behaviour and activities that combine careful listening with active participation. Very good relationships are reflected by the confidence pupils show in their teachers. Sport and other aspects of physical education, drama and creative arts are seen as opportunities to promote several of the aspects of the subject to the benefit of all pupils. The co-ordinator for the subject is an excellent role model for both staff and pupils and he provides very good leadership and management.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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