

INSPECTION REPORT

TWO MOORS PRIMARY SCHOOL

Tiverton

LEA area: Devon

Unique reference number: 113341

Headteacher: Mr R Kerrigan

Lead inspector: Mr D Manuel
21090

Dates of inspection: 10th – 13th November 2003

Inspection number: 258250

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	428
School address:	Cowleymoor Road Tiverton Devon
Postcode:	EX16 6HH
Telephone number:	01884 253006
Fax number:	01884 253607
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Godfrey
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Two Moors is a primary school for children aged between three and eleven years. The school is situated in Tiverton in Devon and mainly serves the local area. The area is below average on the socio-economic scale. In the past year, 22 pupils joined at other than usual times and 14 departed at other than usual times.

Distinctive features of the school include strong community involvement, the inclusion of socially deprived pupils, a commitment to providing for the needs of every pupil whether personal, social or academic and good citizenship training.

The school has 428 pupils on roll, above average size, with slightly more girls than boys. Pupils are organised into two classes in each year group, one for above average and average pupils and the other for the remaining average and below average pupils. In addition there is a nursery with separate morning and afternoon classes. There are 111 pupils on the special educational needs register (26 per cent, above average), most with moderate learning difficulties, others with social and emotional problems and a small number with profound learning difficulties or physical disabilities. Eight are at School Action Plus and six are statemented pupils (above average). There are no travellers' children but six children are in public care. Two pupils come from minority ethnic groups, neither of whom speak English as an additional language. Attainment on entry indicates that children are within the full range of capability but are well below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	Science Information and communication technology Music Foundation Stage
9999	Mrs R Orme	Lay inspector	
24019	Mr K Parry	Team inspector	Mathematics Physical education Special educational needs
10827	Mr M Marjoram	Team inspector	English Art and design Design and technology English as an additional language
32270	Mrs S Major	Team inspector	Geography History Religious education

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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PART A: SUMMARY OF THE REPORT

Two Moors is a good school that provides good value for money. It has improved in many areas in recent years under the headteacher's excellent leadership. Staff work very effectively as a united team and have a strong commitment to ensuring that all pupils receive a good quality of education that develops the full potential of each individual. Standards have steadily improved and, by the end of Year 6, levels of attainment are now at or above expected levels in all subjects. Very good provision is made for pupils' personal development.

The school's main strengths and weaknesses are:

- The school is a very welcoming community that provides high levels of care for all pupils.
- The headteacher provides excellent leadership, and has high aspirations.
- The management and governance of the school are very good.
- The quality of teaching is consistently good.
- Pupils' attitudes and personal qualities are very good.
- The school provides a rich curriculum which offers an exciting range of learning opportunities.
- There are insufficient opportunities within English and mathematics to support learning in other subjects.
- Some lessons for pupils with lower capabilities are too long and the pace of learning slows as a result.

The school was previously inspected in June 1998. At that time, standards in English, mathematics, science, geography, history and religious education were below expected levels. In addition, weaknesses were identified in assessment methods and their application in planning. The school development plan was also insufficiently effective. These weaknesses have now been improved. The headteacher's excellent leadership, the very good management and the very good influence and support of the governing body have made significant contributions to the improvements. The quality of teaching has improved to be consistently good due to improved subject knowledge, high expectations of pupils' behaviour and the development of effective planning based on good assessment information. Much has been done to provide for the needs of the significant proportion of pupils with specific learning, social and physical needs. Standards have risen as a result.

STANDARDS ACHIEVED

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

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

In the 2003 national tests at the end of Year 6, the school's results were well below the national average in English and below the national average in mathematics and science. When compared to similar schools, results were below those of similar schools in English but above the results of similar schools in mathematics and science. Results in national tests at the end of Year 2 in 2003 were below average in writing and average in reading and mathematics. During the inspection, pupils of all ages achieved well. A high proportion of children enter the school with levels of attainment which are below and well below those normally expected. The quality of pupils' personal development is **very good**. Pupils are encouraged to develop enthusiasm for learning and, as a result, make good progress. By the end of Year 6, most pupils reach above expected levels in information and communication technology (ICT), history, art and design, music and religious education and expected levels in all other subjects. Attendance is above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is consistently **good**. Teaching has improved since the previous inspection when it was satisfactory overall with some which was unsatisfactory. The good teaching results in good learning by pupils across the age range. Pupils of all capabilities maintain good levels of achievement, building on their earlier knowledge and understanding, due to teachers introducing ever-increasing challenges.

The curriculum is broad and balanced and well-planned learning activities meet the varying needs of groups of pupils of different capabilities very successfully. There are good links between some subjects but there are insufficient opportunities within English and mathematics to support learning in other subjects. Some sessions in English and mathematics are too long for the lower attaining pupils. There is a very good range of extra-curricular activities to support pupils' interests, particularly in less academic areas. The school shows **very good** concern for the care, health and safety of pupils. There is good support for pupils with special educational needs and those in public care. The school works very well with parents, providing good information about events and their children's education. The school has developed very good links with the local community.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent** leadership. He ensures very good management by all key staff through a commitment to teamwork involving all members of teaching and non-teaching staff and governors. Improvements have been managed very well by this team approach involving senior managers, subject co-ordinators and governors using very effective procedures to monitor and evaluate the school's progress. The governing body complies with all statutory requirements and contributes very effectively to the many strengths of the school. High levels of care and support are provided for the significant needs of many pupils, enabling them to flourish and develop personally.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. In their responses, parents almost unanimously agreed that their children like school, that the school is led and managed well, that staff expect children to work hard and that arrangements made for children to settle when they start school are good. They also confirm that teaching is good and staff encourage their children to become more mature and expect them to work hard. However, a small proportion felt that their children were sometimes bullied or harassed. The inspection team agrees with the positive views of parents. With regard to the concerns about bullying, pupils say that there have been some incidents in the past but these have been dealt with by the headteacher and things have improved. Pupils are very positive about the school and enjoy their learning. Most agree that they find out new things in lessons which are interesting and fun. They feel that their teachers are very fair and listen to their ideas. Although a small minority feel that other children do not always behave well, almost every pupil felt there was an adult they could go to if they were worried about anything.

IMPROVEMENTS NEEDED

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

- Plan and provide better links within English and mathematics to support learning in other subjects and raise standards further.
- Reduce the length of some teaching sessions for pupils of lower capabilities so that they can maintain the pace of their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

At all ages, pupils achievement is **good** when related to prior attainment and by the end of Year 6, standards in all subjects are at least at **expected levels**. There is a clear trend of rising standards and continuing improvement. Boys and girls achieve equally well due to the focus on providing the best opportunities for all pupils.

Main strengths and weaknesses

- Pupils in Year 6 achieve well and attain above expected levels in art and design, history, ICT, music and religious education.
- Pupils in Year 2 achieve well and attain above expected levels in art and design and history.
- Pupils in Year 2 attain below expected levels in English.

Commentary

Foundation Stage

1. Children start school in the nursery class with standards that are well below average overall. Although early in the year, the children in nursery and reception classes are making good progress and most are in line to achieve the early learning goals that have been set for the end of the reception year in personal, social and emotional development, physical and creative development and in their knowledge and understanding of the world. In the case of communication, language and literacy and mathematical development, only about half the children are likely to achieve the goals. The early identification of children with special educational needs, the setting of specific short-term targets for their learning and the good planning of work and support have a good effect on children's progress. The result is that children are achieving well in relation to their initially assessed capabilities.

Key Stage 1

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

Standards in:	School results	National results
reading	14.6 (14.5)	15.7 (15.8)
writing	13.4 (13.7)	14.6 (14.4)
mathematics	15.5 (16.3)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

2. The school's results in national tests for pupils in Year 2 show some variations because of the differences in the capabilities of each year group. The school's trend over the past three years has been below the national trend in reading and writing and close to the national trend in mathematics. Boys and girls achieve at similar levels of competence.
3. During the inspection, evidence confirmed that by the end of Year 2 standards were above expected levels in art and design and history, below expected levels in English and at expected levels in all other subjects. Speaking and listening skills are below expected levels because many pupils are limited by a restricted vocabulary. Pupils' reading skills are slightly below average. Most pupils attempt new words confidently using known strategies. Standards in writing are below expected levels with the use of a restricted vocabulary and limited success in

spelling. In mathematics most pupils acquire a sound knowledge and understanding of basic number work, shape and measurement. In science, pupils attain expected levels in the range of living things, materials and physical processes. All pupils, including those in public care, achieve well in relation to their prior attainment. Pupils with special educational needs make similarly good progress in their learning from low starting points. Good teaching and close monitoring of pupils' progress in key areas contribute significantly to the improvements being made.

Key Stage 2

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

Standards in:	School results	National results
English	24.3 (24.7)	26.8 (27.0)
mathematics	26.0 (24.8)	26.8 (26.7)
science	27.9 (27.0)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

- Annual test results have fluctuated over the past four years due to the different capabilities of each year group. Overall trends in results over the same period have been just below national trends in mathematics and science and below the national trend in English. Boys and girls achieve at similar levels of competence.
- During the inspection, pupils in Years 3 to 6 achieved well in comparison to earlier attainment as a result of consistently good teaching. By the end of Year 6, standards are above average in art and design, ICT, history, music and religious education and at expected levels in all other subjects. This is good improvement on standards judged during the previous inspection. Gifted and talented pupils are supported well to extend their talents in a range of subjects. Higher attaining pupils are achieving as well as they should in most subjects and lower attaining pupils and those of average capability also achieve their full potential. Pupils with a wide range of special educational needs achieve well due to the focused support they receive. Although they attain standards that are below expected levels in English and mathematics, they are close to expected levels in creative and physical subjects. They are well supported by the school's setting and streaming arrangements. For example, in the compensatory class, pupils from Years 3 to 6 work together successfully on tasks planned carefully to meet their individual needs in communication and calculation. The small number of pupils in public care and those from minority ethnic groups are fully integrated into the school and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal qualities are **very good**.

Main strengths and weaknesses

- Important elements of personal development are promoted very well at an early stage and are effectively built upon throughout the school.
- Very good relationships and curriculum opportunities in the school increase pupils' confidence and attitudes to learning.
- Pupils behave very well and are always willing to help each other.

Commentary

6. The school sets high standards for pupils' conduct and these are consistently reinforced by all staff. The result is a positive and supportive learning environment for pupils, who gain increasing confidence and self-esteem as they progress through the school. Pupils' behaviour is very good in lessons. Pupils move around the school in a very orderly fashion and are very polite to each other, adults and visitors. Behaviour is also very good at break-times and at lunchtimes. On these occasions, pupils relate very well to each other and make good use of the very good space and facilities provided.
7. Teachers create a pleasant and purposeful working atmosphere in lessons and, consequently, pupils know they are valued and respond with very good attitudes to learning. Pupils are keen to answer and ask questions to extend their understanding, demonstrated in mathematics and science when volunteering answers. Teachers regularly involve pupils in relevant and sensitive discussions, helping them to closely identify with the feelings of others. During group activities pupils co-operate very well, agree decisions and carry out challenging investigations correctly, as observed in science and ICT. Pupils with special educational and social needs respond and behave very well due to the focused support provided. All staff work hard to ensure that pupils who have special needs enjoy the same very good relationships with adults as all other pupils. As a result, they too have positive attitudes to their work and are keen to do well. Pupils respect and care for each other and this encourages those who are less confident and raises their self-esteem. Parents confirm that pupils are keen to come to school.
8. Pupils enjoy school and speak well of it. They show very good levels of self-discipline and respond well to opportunities to exercise responsibility. They willingly undertake helpful duties in all classes and demonstrate good levels of initiative, independence and personal responsibility. The positive attitudes shown to school and learning develop very well from the early close attention paid to children's personal, social and emotional development in the Foundation Stage. Here, there are very good relationships between children and adults. Young children are given good opportunities to make choices and develop independence and self-esteem in the nursery and reception. The high degree of mutual respect and the success with which children respond to the expectations of good behaviour are consolidated and developed effectively in subsequent years.
9. The school's consistent approach to spiritual, moral, social and cultural development permeates all its activities. Pupils respond very well to the school's supportive approach and most of them show considerable improvements in their social skills during their school life. The staff are good role models and their consistent reinforcement of positive moral and social standards is reflected in pupils' understanding and respect for the feelings, values and beliefs of others. Pupils appreciate opportunities for prayer and reflection within the good provision for their spiritual development. Pupils' cultural development is very good and enables them to explain clearly the importance of the beliefs and traditions of different faiths in this and other countries.

Attendance

10. Levels of attendance continue to be good. They are above the national average. Unauthorised absence is 0.4 per cent which is in line with the national average. Pupils arrive punctually for the beginning of morning school. Registers are accurately completed so that the number of pupils on site is correct and reasons for absence are recorded.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
426	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education by constantly seeking to improve the effectiveness of teaching and the quality of the learning opportunities for all pupils.

Teaching and learning

Teaching and learning are both **good**.

Main strengths and weaknesses

- Teachers encourage and engage pupils in their learning very well.
- Teachers have high expectations of pupils' behaviour.
- Good planning and teaching provide stimulating learning activities which help raise pupils' levels of achievement and their standards across the curriculum.
- Information from assessment is used very well in planning the next stages in learning.

Commentary

11. The quality of teaching shows improvement from the time of the previous inspection when teaching was judged to be satisfactory overall with a small proportion of unsatisfactory teaching. The previous weaknesses of not targeting learning, providing too few opportunities for independent learning and not using assessment to help planning have been rectified. Very good monitoring and evaluation of teaching and learning by the headteacher, senior managers and subject co-ordinators have all contributed to the improvement.
12. Teaching in the Foundation Stage is good. Teachers provide a wide range of activities that extend children's interests, support learning through play activities and build effectively on what they already know. Teachers and helpers encourage children to communicate with each other and this enables them to develop self-esteem and confidence in their ability to learn. Teaching in Years 1 to 6 is consistently good with about one-fifth being very good. The result is the good quality of learning by pupils of all capabilities, maintaining good achievement and building on their earlier attainment. As pupils develop a wider range of knowledge and skills, teachers introduce ever-increasing challenges to stimulate pupils and extend their learning even further.
13. Particularly strong support is given to ensure that all pupils achieve their full potential. Pupils with special educational needs receive good support in classes and sets of different attainment levels. Good strategies help them to understand and to complete tasks and to make good

progress in the learning of new skills, especially in English, mathematics and ICT. Teachers and assistants focus clearly on the particular needs of these pupils helping them to meet their individual targets. They are calm and patient and are clearly aware of pupils' emotional and physical needs while supporting them academically. The good support provided by learning support assistants contributes significantly to the good progress made by these pupils. Good progress is also evident in the very few pupils from minority ethnic groups. Gifted and talented pupils are identified and they, together with high attaining pupils, are given appropriately challenging learning activities to enable them to continue their good progress.

14. The school has very good procedures for assessment. The effective system of setting targets each term for individuals promotes purposeful dialogue between teachers and pupils. Consequently, pupils know how well they are doing and what they should do to improve. Teachers keep detailed records of their pupils' progress in relation to targets in key areas, especially English and mathematics. Therefore, they have a secure knowledge of pupils' standards. As a result, teachers and support staff take pupils forward in their learning through focused planning and teaching. The co-ordinator is improving the existing very good 'through tracking system' that monitors the improvement of each pupil over a given period. Teachers retain the results of continuous assessment in the pupils' blue progress books. Class assessments are retained in the red progress books. Both books provide a ready source of reference to check on standards and achievement.
15. Sound procedures are in place to ensure the consistent assessment of pupils' standards in other subjects. Time is provided for subject co-ordinators to scrutinise the planning and assessment that teachers undertake in those subjects. In most lessons, teachers share the learning objectives with pupils and these are reviewed together at the end. In this way pupils are clear about what they have achieved and how they can improve. Marking is good because in many instances teachers use it to celebrate achievement and also to point the way forward to even higher standards.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8 (17%)	31 (66%)	8 (17%)	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.

The curriculum

The curriculum is **very broad, balanced and relevant** to pupils' needs.

Main strengths and weaknesses

- The school provides a rich curriculum with an exciting range of opportunities.
- The curriculum enables all groups of pupils to achieve well.
- Provision for pupils with special educational needs is good and enables them to make good progress.
- Carefully managed innovations help the school to respond to the particular needs of pupils.
- Some English and mathematics lessons for lower attaining pupils are too long.
- Insufficient planning to extend literacy and numeracy skills in links with other subjects.

Commentary

16. The curriculum is firmly rooted in the National Curriculum and the locally agreed syllabus for religious education. All statutory requirements are met. The national strategies for literacy and

numeracy are used consistently and are contributing to the improvement in standards. Although some opportunities occur for pupils to use these skills in other subjects such as science, history, geography and art and design, they are not planned for systematically. Provision for personal, social and health education, including sex education and drugs awareness, is good.

17. Teachers plan in detail making good use of national guidelines to ensure that pupils' learning builds progressively as they move through the school. They establish good links between subjects to make learning more meaningful for pupils and good examples were seen of them using ICT to support and extend learning in other subjects. For example, in mathematics the whole class moved to the computer suite for the final phase of the lesson, very effectively reinforcing earlier learning in a different context and sustaining pupils' interest.
18. The school provides a wide range of after-school activities that are well attended by boys and girls. They include opportunities to take part in sport, music, art, chess and cadets. Educational visits are planned carefully to support learning and these include a well-established programme of residential visits for all pupils in Years 3 to 6. The curriculum is considerably enriched through these creative and physical activities which contribute strongly to pupils' personal development.
19. The curriculum is reviewed regularly and the headteacher and staff work hard to ensure that it is entirely relevant to the needs of pupils. Often this leads to innovative strategies being implemented to meet changing circumstances or to improve provision. For example, a children's massage programme is being introduced systematically throughout the school with benefits to pupils' concentration and confidence as well as promoting respect for themselves and others. A further example is the use of the four teachers in Years 5 and 6 to teach their particular specialist subjects in a carousel of activities for one day each week. As a result, pupils were seen making very good gains in history, ICT, music and physical education.
20. However, some lessons during the week are too long. These are mainly English and mathematics lessons that occur in the mornings and they do not always help pupils, particularly those in the lower attaining groups, to maintain concentration or to get the most from their lessons.
21. Arrangements for supporting pupils with special educational needs are good and fully comply with the Code of Practice. Teachers and teaching assistants carefully adapt the work to meet the specific needs of individuals, including academic, personal, social and physical needs. This support enables them to access all subjects and improves their attitudes and responses to learning.
22. The school has very good accommodation, with very good facilities for ICT and physical education. The spacious outdoor environment is extremely well developed to support learning and personal development. The creative learning of pupils in Year 1 is stimulated by the 'Imaginarium' area. The school has very good resources for ICT, and good resources for the Foundation Stage, English, mathematics, science, art and design, geography, history, music and physical education.

Care, guidance and support

The care, guidance and support that pupils receive are **strengths** of the school.

Main strengths and weaknesses

- Pupils benefit from very positive relationships with all staff.
- Pupils are looked after very well.
- The school provides very good guidance for pupils.
- Pupils are well involved in the work and development of the school, and they feel valued.

Commentary

23. Pupils are treated with great care and affectionate respect by all members of staff, who are very good role models for behaviour. All staff know pupils, their families and their circumstances very well and work tremendously hard to meet the needs of individuals. Pupils are confident that any incidents of bullying will be dealt with effectively by staff.
24. The school makes very good provision to ensure the care, welfare, and health and safety of pupils. The welfare of pupils is given high and extremely effective priority by the school. Child protection procedures are fully in place and are put into practice effectively. The school uses its effective procedures well to meet the needs of pupils in public care. The school has accreditation as a Healthy School, and pupils are encouraged to learn to eat healthily at lunch and snack-times. Pupils are supervised well at lunch and break-times. Pupils are inducted very well to the routines and life of the school, and they receive very good preparation for the next phase of schooling. Vulnerable pupils, along with their families, are given extra support to manage the transition to secondary school. External agencies are regularly involved in good support for these families. Parents consider that induction and transfer to secondary school are handled very well.
25. Pupils are helped to set targets for their learning, and they are assisted to review these regularly. They know what they have to do to improve in their work. Pupils are also given every support to improve their behaviour and self-discipline. The headteacher and staff are alert to the needs of individuals; therefore, pupils with special educational and other needs are identified early in their school lives. This is reflected in the good provision made for them in the nursery and reception and ensures that they continue to receive good levels of support throughout the school. Individual learning plans are reviewed and updated regularly and teachers and support staff keep a close eye on progress. As a result, they know these pupils well and have a clear awareness of their strengths and weaknesses.
26. The school successfully ensures that all pupils are fully included in its life and work. The school council is well established and provides an effective channel for pupils' views. The ideas and opinions of all pupils are valued. Pupils speak to the headteacher with confidence.

Partnership with parents, other schools and the community

The school works hard to maintain an extremely positive partnership with parents and carers. Parents are very appreciative of the work of the school.

Main strengths and weaknesses

- Parents talk enthusiastically about the school, its headteacher and staff.
- Parents receive very good information from the school.
- The school has good links with other schools.

Commentary

27. Parents and carers express warm appreciation for the work of the school and its staff. They talk of the headteacher with affectionate respect, and this reflects the high priority that he gives to working with parents and making them feel comfortable. During the inspection the headteacher looked after some toddlers so that their parents could talk to an inspector in

peace. Parents recognise the strong family atmosphere in the school despite its size, and the rapport that exists between staff, pupils and parents. They feel comfortable to approach the school with concerns. When talking about the school, parents often use the word 'brilliant'.

28. Parents receive very good information about their children's progress. Reports are clear and helpful, and parents are given regular opportunities to discuss the progress that their children are making. Pupils' work targets are shared well with parents. Parents receive very good general and curriculum information and they feel welcome in the school. Termly meetings provide parents with regular information about their children's progress to help them support their children's learning.
29. The school maintains good links with other schools. Close liaison with the local secondary school ensures the smooth transition of pupils at the end of Year 6. Parents report that the transfer works well. The school is also happy to share the expertise it has developed with other schools. For example, the development of the 'before and after school club' has been studied by other schools interested in setting up similar schemes.

LEADERSHIP AND MANAGEMENT

The headteacher and key staff provide **very good** leadership and management. The governance of the school is **very good**.

Main strengths and weaknesses

- The inspirational leadership of the headteacher.
- Very good management skills and strong support by the deputy headteacher.
- Very effective teamwork and subject co-ordination.
- A rigorous programme of self-evaluation involving all staff.
- Governors are very supportive and provide a very effective influence for the school's work.

Commentary

30. The leadership of the headteacher is excellent. His full involvement in day-to-day events gives him a very clear understanding of the particular needs and circumstances of pupils and provides a very focused direction to the work of the school. The most significant strength is the way that his leadership inspires all staff. As a result, they share his determination to provide the best quality of education that enables pupils to achieve as highly as possible. This is evident in a range of initiatives introduced to address their particular needs. These include teaching in streamed classes of similar capability and a programme of compensatory education. These initiatives are having a good effect on improving standards and achievement.
31. The headteacher is very well supported and very effectively complemented by his deputy. Her particular skills are evident in the very efficient management of the agreed strategies for improvement as outlined in the school development plan. It shows a strong commitment to professional development, including leadership training, which has improved the roles of subject co-ordinators.
32. The school's priorities are agreed by all staff. Their roles and responsibilities have been clarified since the last inspection and they work together very effectively in teams to oversee key areas of the curriculum. This is an arrangement that works very well and supports a programme of rigorous monitoring and evaluation. The influence of subject leaders is evident throughout the school. For example, in the core subjects they analyse test results and monitor standards to provide colleagues with a clear insight into pupils' progress, including the achievements of different groups, and are successful in ensuring the effectiveness of teaching and learning.

33. The management of the school's arrangements for pupils with special educational needs is good. Provision has improved since the previous inspection. The co-ordinator is an experienced teacher who has a good grasp of the whole-school picture and is committed to further improvement of the school's provision. This includes continuing to refine the expertise of teachers and teaching assistants to enable them to provide good support for current targets in their learning.
34. The governing body provides very good support for all aspects of the school's work. Their strong commitment has been instrumental in their very effective influence and support for the school and the improvements since the previous inspection. Progress towards the school's targets is monitored effectively and key aspects of the school's work, such as the raising of standards in English and mathematics, are monitored positively by the governors. This has resulted in regular improvements in identified areas. The governing body complies fully with all statutory requirements.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	944,894	Balance from previous year	25,595
Total expenditure	923,284	Balance carried forward to the next	21,609
Expenditure per pupil	2,157		

35. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured procedures that support the school's educational priorities well. Very good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as that for special educational needs and national funding for ICT, has been used efficiently and resources acquired are used very effectively to support teaching and learning.
36. The school applies the principles of best value for money very well and regularly consults and involves all those concerned in decision making. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness and spend money efficiently. The school's day-to-day financial controls and procedures are excellent, enabling the headteacher and governors to closely monitor and evaluate spending decisions. The most recent financial audit took place a year ago and acknowledged well-managed financial controls. Taking into account the good achievement by pupils, the good teaching and learning which take place, the good quality of education provided, the average unit costs and the good improvement since the previous inspection, the school provides good value for money.

OTHER SPECIFIED FEATURES

Community provision

The school has developed strong links with the community to provide a wide range of opportunities for pupils and parents alike.

Main strengths and weaknesses

- Pupils receive many opportunities to support their personal and academic development through the school's community links.
- The school supports adult learning among parents.

Commentary

37. The school makes very effective use of a wide range of community facilities and projects to support pupils' learning. Pupils are carefully selected to take part in courses that support their development. This demonstrates the school's commitment to the inclusion of all pupils of whatever background or specific need. The school makes good use of projects funded by the Children's Fund to ensure that pupils participate fully in education. For example, there is an effective transition project to support vulnerable pupils as they proceed from Two Moors to the secondary school. The school values the activities that pupils undertake in the community. They are encouraged in assemblies to show any certificates they have earned outside school and there is an annual uniform day when pupils are encouraged to attend school wearing the special uniform or kit from an outside activity. The school also encourages community groups to use its facilities. A weekly parent and toddler group meets in the infant hall, enabling young children to become familiar with the premises before they join the nursery. A good range of visits helps to enrich the curriculum and to widen pupils' horizons.
38. The school has been involved in the development of pilot projects to support adult learning of basic skills. This family learning provision effectively promotes basic literacy and numeracy skills by teaching parents alongside their children.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Children receive a very good start to their schooling in the Foundation Stage. Attainment on entry covers the full range, but has significantly more children than normal with levels that are

well below average. Many children have personal, social, speaking and listening problems. Good routines and work habits are established as soon as children enter the school. Consequently, all children soon become familiar with classroom routines, make good progress in developing basic social and academic skills and achieve well from low starting points. By the end of the reception year, the majority of children are likely to achieve the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. However, a small minority are not expected to achieve them. In communication, language and literacy and mathematical development only about half are likely to achieve the early learning goals, a lower proportion than expected.

40. The quality of teaching is consistently good. The classrooms are welcoming with attractive displays which celebrate the children's work and show them how much their work is valued. Equipment is particularly well organised so that children can choose from a good range of resources to support their learning. Teachers, teaching assistants and other helpers work together well, intervening at opportune moments by posing questions and probing understanding. This allows children to develop skills at their own levels of need. The sessions are well organised and provide children with a good range of suitable indoor and outdoor activities which are securely based in structured play. The co-ordinator provides very good leadership and management within this important age range. Assessment procedures are particularly good and are carried out daily by teachers and teaching assistants. These procedures enable teachers to identify exactly what the children have achieved and what they need to learn next. Good strategies are used to provide good early support for children with special educational and personal needs and those from minority ethnic groups. The well designed accommodation is used effectively for directed activities as well as for role-play, creative and sensory experiences. The outside area is also used well at all times of the day giving children good opportunities to climb, jump and balance as well as draw and play with the sand. Structured play activities extend children's learning well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**. Children achieve well and the majority will reach the early learning goals by the end of the reception year.

Main strengths and weaknesses

- The caring and stimulating atmosphere encourages children to establish good relationships.
- Well-established routines help children to learn about acceptable behaviour.
- Opportunities for choice enable children to develop appropriate levels of independence.

Commentary

41. Children learn how to behave well in school by following regular routines and the very good examples set by adults. In the nursery, the youngest children are encouraged to feel included and valued in an atmosphere of mutual respect. As a result, those with behavioural problems improve and become more responsive to their teachers, particularly in listening skills. All children work with interest in response to teachers' encouragement to make choices about their play and this contributes very well to their personal development. The youngest children suggest ideas, particularly for imaginative play, and this greatly enhances their confidence. Children in the reception classes benefit greatly from the shared activity areas. This provision helps the children in both classes very well with aspects of social and moral development, by learning how to co-operate with each other, and typifies the caring and supportive atmosphere of the whole school. The quality of teaching is good with strengths in the range of well-planned opportunities that are provided. There are very good relationships established between adults and children, and this is the basis for the good progress made during the Foundation Stage.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **good**. However, only about half the children are likely to achieve the early learning goals in this area by the end of the reception year.

Main strengths and weaknesses

- All adults successfully encourage children to extend their vocabulary and thinking.
- Children achieve well from low starting points due to a good balance of activities.
- Good opportunities for language development are incorporated in each area of learning.

Commentary

42. Teaching is good and encourages all children to achieve well at their different levels of need. All adults in the nursery use every opportunity available to talk with children and to extend their communication skills. This is observed at the start of each day when children are greeted by their teacher in a very positive manner to discuss the day, date and weather. Adults value children's contributions and this gives them confidence and self-esteem. In the nursery, children learn to make marks and start to write by developing hand-eye co-ordination, forming recognisable letters. In the reception classes, children read books with their teachers and build on learning the initial sounds of words. Older children also make good progress with their writing. By the end of the reception year they write independently using their knowledge of sounds to build up new words. This is encouraged by a good range of activities which makes writing fun, for example, shared writing and writing colour labels for their teddy bears.

MATHEMATICAL DEVELOPMENT

Provision is **good**. Children achieve well, but only about half are likely to reach the early learning goals by the end of the reception year.

Main strengths and weaknesses

- All adults use every opportunity to encourage children to count.
- A good balance of activities ensures that children have a good range of mathematical experiences.

Commentary

43. Well-planned activities involving counting, singing and using numbers give children many opportunities to learn about mathematics. In the nursery, children use number names to ten, saying them in order and matching them to objects. They are keen to talk about common shapes such as squares, circles and triangles and match gloves of different colours, shapes and designs into pairs. Older children in reception classes have suitable experiences to enable them to develop their numeracy skills by learning 'one more than' and 'one less than' given numbers. This is effectively reinforced during snack-time when selected children collect preferences for apple juice or orange juice in the form of a tally chart. Children also correctly name mathematical shapes and are keen to create patterns. The quality of teaching is good. In all classes, teachers are inventive in offering a wide range of play activities which involve mathematics, as in well-planned outdoor activities, where they throw balls and hoops in scoring games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**. Most children are likely to reach the early learning goals by the end of reception.

Main strengths and weaknesses

- Activities are based on first-hand experiences that encourage observation and finding out.
- A good range of indoor and outdoor activities stimulate children's interests and help them understand more about the world around them.

Commentary

44. Good teaching through carefully planned themes and activities helps children to make good progress in learning about the world in which they live. For example, as part of an investigation into colour and light, children showed good awareness of the names of colours. During one session an excited child noticed a rainbow caused by light coming through some glass. This was developed very well by the teacher and children talked happily about the colours and the weather. Children's knowledge is effectively reinforced through links with science, for example when discussing the temperature by referring to a thermometer. They also discuss the moon, the night sky and stars. In links with ICT, children have opportunities to use computers regularly and know that these function by using sound, text and pictures. In reception classes, children confidently use the mouse control to access an art program to create their own pictures and they enjoy operating tape recorders in small groups to listen to a range of traditional stories. Children learn about features of living things, compare colours of their eyes and build up a graph showing which are found most in the class. They learn about their own and other cultures and beliefs when finding out about different harvest festivals. They understand the significance of things that are special to some people such the symbol of the poppy and the importance of Remembrance Day.

PHYSICAL DEVELOPMENT

Provision is **good**. Children achieve well and most are likely to reach the early learning goals by the end of the reception year.

Main strengths and weaknesses

- Good use is made of outside equipment in the nursery to support physical development.
- Good focus on the need for increasing control and co-ordination using a range of equipment.

Commentary

45. All children in the nursery and reception classes have good opportunities to enjoy well-supervised activities inside and outside to ensure that they learn how to balance, climb and jump well with due regard for their safety. They use wheeled toys regularly, selecting and using them safely with good awareness of others around them. All children enjoy moving to music and songs and reception children develop their skills of using large balls with increasing control. The quality of teaching is good and due emphasis is given to developing hand control through early drawing, writing and painting skills. Reception children handle malleable materials safely and with increasing control when blending colours of Playdough and when using small droppers to collect and apply squeeze paints. As a result of the good opportunities provided for writing, most reception children have a firm pencil grip and form most letters correctly.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan a stimulating environment in which creativity and expressiveness are valued.

- Children enjoy a wide range of activities that stimulate their various senses, enabling them to express their ideas imaginatively.

Commentary

46. Children make good progress in their creative development, many from limited experiences. Most are likely to achieve the early learning goals by the end of the reception year. Teaching is good in the nursery with careful planning of activities to extend what interests the children and what they already know. Children develop good knowledge of colours. They build on this knowledge to make fluorescent arm bands and to cut out coloured paper and string to make collage patterns. They regularly sing songs such as, 'Tommy Thumb' and 'Sally Go Round the Sun' with actions. Reception children extend their knowledge of colour and texture and also enjoy working with a good range of construction kits to make model toys and vehicles. They enjoy different aspects of music. They listen carefully, sing tunefully and enthusiastically, clapping rhythms in time with the beat. Good examples of these skills were seen in a music lesson when they used tuned percussion instruments to explore different sounds to convey different 'sound colours' to accompany the words of a poem. Good, stimulating teaching resulted in children playing sounds which best suited such phrases as 'raindrops are falling', 'leaves are rustling' and 'branches are creaking'. The children's creative and expressive efforts were highly valued by the teacher and raised levels of confidence and self-esteem significantly.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards in English are improving.
- Subject co-ordination is very good.
- The quality of teaching and learning is consistently good and leads to good achievement.
- The use of English to support pupils' learning in other subjects is underdeveloped.
- Standards reached by pupils of above average ability are not high enough.
- Pupils' skills in speaking and listening need to be improved.

Commentary

47. Standards in English are better this year because of the school's focus on improvement. On entry, pupils show significant variations in capability though most have very low starting points. This shows in the results of the school's accurate assessment procedures. By the end of Year 2, pupils reach standards that are still below expected levels. By the end of Year 6, they reach standards that are at expected levels. Over time, therefore, most pupils achieve well.
48. The high proportion of pupils with a wide range of language and communication needs achieve as well as their peers. This is because teachers plan their work carefully and classroom assistants provide effective support for them. Pupils in Years 3 to 6 are taught in attainment groups, which helps to ensure a more accurate match of work to the needs of the specific groups. However, the work provided for the pupils in the above average and average sets does not always challenge them sufficiently well. They learn at the same rate as the others and produce a similar amount of work. As a result, they do not achieve as well as they could.
49. Overall standards in speaking and listening are below expected levels in Years 1 and 2 because many younger pupils are limited by a restricted vocabulary. Consequently, their understanding and ability to communicate ideas are hindered. By Year 6, however, most pupils reach expected standards. Achievement is enhanced because pupils know that their views

and opinions will be listened to sympathetically. Increasingly, teachers provide well-planned opportunities for pupils to extend their vocabulary. This occurs both in English and in a few other subjects. For example, in a good art and design lesson in Year 2, pupils were inspired through good teaching to express their views about a character observed through a keyhole and postulate views about his circumstances. In order to improve pupils' skills in speaking and listening, teachers should plan its provision in all subjects and other activities such as assemblies. There are limited opportunities for pupils to participate in drama activities. When given the chance, for example in Year 1, pupils engage enthusiastically in dramatic interpretations of the lives of nocturnal animals to a stimulating musical background. Drama activities help pupils to communicate more confidently and also reinforce the links between subjects such as science, literature, music and physical education.

50. By the end of Year 2, standards in reading are slightly below expected levels. By Year 6, standards reach expected levels. Overall, this represents good achievement. There is a structured reading programme that provides an appropriate range of texts. There are abundant opportunities for pupils to engage in individual, paired, group and silent reading. All pupils are encouraged to read with parents and carers at home. This is an effective arrangement and, as a result, pupils' achievement is enhanced. Most pupils attempt new material confidently and apply well-taught strategies to work out unfamiliar words. Pupils, especially older ones, develop clear preferences for the work of different authors. J K Rowling and Jacqueline Wilson are firm favourites. Library provision is adequate. However, during the inspection few pupils were observed using the libraries as a primary information source to enhance independent learning.
51. Standards in writing are below expected levels by the end of Year 2. By Year 6, standards are at expected levels. Good achievement is clearly recognisable in the pupils' progress books. By Year 6, most pupils produce joined, reasonably well-formed handwriting, spell common words correctly and structure a story or factual report into clear paragraphs. There are some exciting uses made of ICT to support learning in English as, for example, in the Year 4 *Fairy Tale Times*, a newspaper-style presentation of well-known tales, with headlines such as 'Pigs' House Collapses'. Marking is consistently diagnostic and offers clear support to pupils because it sets out how they can do better. Teachers set clear targets for pupils so that they know what they need to do to improve. Together, these factors enhance pupils' achievement.
52. In lessons seen, teaching ranged from satisfactory to very good and was good overall. In some lessons, pupils of below average capability found the session of over one hour too long. As a result, they lost some learning time at the end of the lesson through poor concentration.
53. Strengths include:
 - very good subject knowledge and enthusiasm that transmits to pupils;
 - thorough planning that builds successfully on pupils' prior knowledge and introduces challenging new learning;
 - clear learning objectives that are shared with pupils at the beginning of lessons and reviewed at the end;
 - the pace of learning, which is brisk, and pupils work confidently in familiar routines.
54. The subject is led well by an experienced co-ordinator who provides a very good role model. He is assisted effectively by a core team drawn from across the school. They monitor planning and teaching and learning in classrooms and, as a result, have a clear view of what needs to be improved and are working well to put improvement strategies into practice.

Language and literacy across the curriculum

55. There are limited examples of pupils using their language and literacy skills across the curriculum. Opportunities to link subjects together are not identified clearly enough in the teachers' planning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are improving.
- Pupils achieve well because of the consistently good teaching and learning.
- Very good leadership of the subject includes regular monitoring to improve the quality of teaching and learning.
- There are very good systems for checking pupils' progress.
- Some lessons are too long.
- The work does not always challenge the higher attaining pupils.

Commentary

56. By the end of Year 2 and Year 6, pupils achieve well and attain standards that are broadly at expected levels. The targets set for pupils at the end of Year 6 confirm these judgements. This is an improvement on the below average standards seen during the previous inspection. Pupils are now taught in sets and classes of similar attainment and this provides well for most of them. As a result of the good support they receive, pupils with special educational needs are helped to achieve their full potential. However, there is not always enough challenge in the work planned for higher attaining and some average pupils who are capable of making more rapid progress. There is no difference in the achievement of boys and girls.
57. In Year 2, pupils build systematically on the good progress they make in reception and Year 1 and most are working within the expected range for their ages. Compared with the low standards of mathematical understanding when they enter the school, levels of achievement are good. They acquire a sound knowledge and understanding of basic number, shape and measurement.
58. In Years 3, 4 and 5 this good progress continues and by Year 6 most pupils confidently carry out calculations involving larger numbers. They deal competently with fractions and ratio and they measure angles accurately. A significant minority does not reach these expected levels although they work hard to overcome learning difficulties and respond enthusiastically when given extra support. Teachers have quite rightly identified weaknesses in speaking and listening throughout the school and these limit the progress that many pupils make in developing their problem-solving skills in mathematics.
59. Teaching and learning are consistently good. They are based firmly in the successful adoption of the National Numeracy Strategy as the framework for planning. Teachers plan together to ensure that pupils in each age group cover similar topics. They plan tasks that are well matched to the needs of the most average and lower attaining pupils within each class and set. Pupils with special educational needs are well supported to improve their all-round numeracy skills. However, more capable pupils are not always sufficiently challenged by the work. As a result, their progress is slower than it should be. Teachers manage behaviour very effectively, their strategies successfully promoting the mutual respect and very good working relationships seen in all classes. Their clear explanations ensure that pupils always know what is expected of them and help them to understand how their work builds on their earlier learning. However, they do not do enough to share the next steps in learning, for example in the plenary or review stage of the lesson. Some lessons are too long. Pupils' concentration lapses and the pace of learning slows towards the end of these sessions.
60. There are very good systems in place to assess and track pupils' progress as they move through the school. These are well established and are implemented consistently, although pupils are not sufficiently involved in self-assessment, for example by evaluating their own

progress at the end of each lesson. Teachers make good use of ICT to capture pupils' interest and to support their learning.

61. Both the leadership and the management of the subject are very good. This is a significant advance since the previous inspection and it has played a big part in raising standards and improving the provision for mathematics. The co-ordinator, with the strong support of the subject team, carries out a programme of regular monitoring that includes observing lessons, sampling pupils' work and checking teachers' plans. In addition, her detailed analyses of annual test results in each year group are used to identify and address areas of weakness. There is a clear focus in all of these activities on raising standards.

Mathematics across the curriculum

62. There are frequent opportunities for pupils to use mathematics as part of their work in other subjects. For example, their awareness and understanding of pattern is developed well in art and design. In Year 2, pupils investigate and measure the distances travelled by toy cars. In Year 3 they measure materials to be used in making a picture frame and in Year 4 they draw block graphs based on their personal targets. Teachers throughout the school take advantage of these opportunities as they crop up but they are not yet identified systematically in the planning frameworks for these subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science have improved, particularly pupils' enquiry skills.
- The quality of teaching is good, making good use of a wide range of resources.
- Leadership and management of the subject are good.

Commentary

63. Standards by the end of Year 2 and the end of Year 6 are at expected levels. These are improvements from the previous inspection when standards were below expected levels at both stages. Pupils' achievement is good when related to their original starting points, particularly by the high proportion of pupils with special educational needs who are inspired by the good teaching in the subject, with about half of them reaching expected levels as a result.
64. The quality of teaching is good. Teachers' subject knowledge is good and lessons are well sequenced so that pupils are effectively challenged to use their knowledge and understanding. Teachers make very good use of assessment to plan lessons that build carefully on pupils' previous understanding. Imaginative teaching methods and skilful questioning lead to pupils developing high levels of interest and keen involvement in practical experiences, which help pupils of different capabilities to learn well. This was very evident when Year 5 pupils focused on plants, their needs and the effects of changes in their living conditions. Teachers provided good levels of challenge to encourage pupils to observe the different effects of heat, light and water on bean seeds. Pupils worked together well to carry out such tests over time and record results. They also concluded that several seeds are needed in each test to ensure that the evidence is reliable. Good use is made of the school grounds and, in particular, the specially created environmental area so that pupils can carefully record intended observations of mini-beasts and other living things.
65. Pupils apply their literacy and numeracy skills well, for example when writing about their experiments and when making accurate use of measurement and graphs. Pupils in Year 2 reinforce their ICT skills by using computers to present information in bar charts. Pupils in Year

6 investigate everyday examples of dissolving solids in liquid and are challenged to consider ways in which the solid can be made to dissolve quicker. These well-planned activities stimulate them greatly. They work together well, identifying the need for fair testing by changing one variable at a time, such as the temperature of the water, the use of stirring or changing the size of the particles. Pupils with learning difficulties or statements of special educational need are supported sensitively and have activities carefully modified by knowledgeable support teachers so that they succeed in tasks.

66. The subject co-ordinator, through her professional development and high interest, leads and manages the science curriculum well, so that teaching and learning build on pupils' previous experiences and achievement. Assessment at the end of topics is used well in planning future lessons and challenges. She has inspired confidence by extending the planning for the progression of scientific enquiry skills and provides a good role model for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The quality of teaching and learning of ICT skills throughout the school is good.
- The good use of improved resources and good links with other subjects.
- Pupils have very good attitudes to the subject and work well together to make things happen.
- The good leadership and management provided by the co-ordinator.

Commentary

67. All pupils achieve well and, by the end of Year 2, most attain expected levels and by the end of Year 6, most attain standards which are above expected levels. This is an improvement from the expected levels observed in the previous inspection. Considerable improvements have taken place in the quantity and quality of resources, now housed in the main computer suite and in other smaller areas. National funding has also been used to increase teachers' expertise and confidence in the subject. The previous co-ordinator, and the current co-ordinator in post for nearly two terms, have led and managed developments well.
68. Pupils in Year 2 are keen and confident when working at a computer, either on their own or with a partner. They carefully follow instructions from their teacher to access selected programs. Year 2 pupils demonstrate a good understanding of skills to assemble and amend text and select a particular font style and text size to create text. They save text, retrieve it and print out finished versions. Pairings are grouped by teachers so that lower attaining pupils receive regular support from a more capable working partner or an adult to help them achieve the targets.
69. By Year 4, pupils extend their knowledge and skills to create repeating patterns. They reduce and enlarge images to design a picture in the style of Seurat. They manipulate the spray effect to increase or decrease the intensity of the colours they use. Teachers plan challenging tasks to extend pupils' skills. Pupils use a good range of technological resources such as digital cameras and heat, light and sound sensors in good links with science. Good links are made with literacy by creating and amending text about the lives and works of well-known authors and of conditions in Victorian times. Specialist teaching is used well in Years 5 and 6 to develop and extend pupils' learning. Pupils in Year 6 are aware of the wider uses of ICT, and that they can use equipment for controlling events, such as creating a multimedia presentation combining text and graphics, and create buttons to link the pages of the presented information. Most pupils demonstrated skills above expected levels for their age. The below average pupils and those with special educational needs receive regular reassurance and help without over-direction to enable them to achieve expected levels in wordprocessing and design skills.

70. The quality of teaching and learning is consistently good throughout the school. This is because teachers have worked successfully to make the fullest use of the computer suite and to develop their own technical skills and confidence. Very good use is made of assessment to track pupils' progress. Teachers plan lessons well and make good use of the server and whiteboard in the ICT suite to demonstrate and reinforce skills. Pupils enjoy using computers and this is clearly reflected in their enthusiasm and very good behaviour and their willingness to share ideas. Another good feature of lessons is the way in which teachers, the technician and teaching assistants make themselves available to support individuals, encouraging more confident groups to explore new techniques, whilst supporting those who are less skilled. Consequently, pupils with special educational needs achieve well to meet their personal targets. The subject co-ordinator has created a positive learning atmosphere within the subject which supports and enhances learning in other subjects and enables computers to become an integral part of day-to-day learning.

Information and communication technology across the curriculum

71. ICT is used to good effect to support learning in most subjects. This is demonstrated most effectively in literacy, through text work and wordprocessing, in the use of data handling and control work in mathematics and in the use of art programs. Supervised use of the Internet enables pupils to carry out research into a wide range of geographical, historical and scientific sources. This information is used effectively to enhance pupils' work in these subjects.

HUMANITIES

72. During the inspection there was only one lesson timetabled for **geography**. From this lesson, the analysis of planning documents and samples of completed work and interviews with the co-ordinator, it is clear that the subject meets statutory requirements.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above those expected nationally.
- Good teaching leads to the successful development of historical knowledge and understanding.
- Good subject co-ordination monitors improvements in the quality of teaching and learning.

Commentary

73. There has been good improvement in the subject since the previous inspection, when standards in Year 2 were judged to be in line and in Year 6 were below expected levels. Now, as a result of more confident teaching and purposeful leadership, achievement is good throughout the school and standards are above expected levels by the end of Year 2 and Year 6.
74. In the lessons seen, teaching was good. In a Year 2 lesson pupils compared differences between town life now and in the past, working co-operatively to identify and label drawings of artefacts. The teacher used probing questions to focus their observations. As a result, pupils gained awareness of how things change and began to speculate thoughtfully about why.
75. Pupils in Years 5 and 6 benefit from specialist teaching by the subject co-ordinator and emphasis is placed on the development of skills of historical enquiry, interpretation and understanding of events in history. In a Year 5 lesson, pupils enthusiastically investigated

Victorian replica toys, and imagined who might have played with them. As a result, they developed a deeper sense of the Victorian era. In another lesson which focused on Ancient Greece, pupils considered the evidence and consequences of the battle of Marathon, before embarking on writing a play script for a presentation to the school. The pupils worked hard and such was the good stimulation by the teacher that many were reluctant for the session to end. These sessions made positive links with English, and showed how planning could be developed further both to enrich the history curriculum and to support literacy standards. The high proportion of pupils with special educational needs benefit greatly from the inspiring lessons which enable them to gain a clearer understanding of the past.

76. The subject co-ordinator provides good leadership through monitoring planning and teacher assessments. Samples of pupils' work are kept in a portfolio which provides teachers with clear exemplification of standards. Visits, visitors and field studies enrich the history curriculum and contribute to improved standards.

Religious education

Provision in the subject is **good**.

Main strengths and weaknesses

- The subject is taught effectively throughout the school.
- The school has made good improvement in the subject since the previous inspection.
- Good links are made between the subject and everyday life.
- The co-ordinator has worked hard to raise the profile of the subject.

Commentary

77. Pupils achieve well and standards of attainment are now at expected levels within the locally agreed syllabus by the end of Year 2 and above expected levels by the end of Year 6. This is an improvement since the previous inspection when standards were below expected levels. Boys and girls achieve equally well and pupils with special educational needs make good progress in gaining more knowledge and understanding of their own and others' religious beliefs. Improvements have been managed well by the co-ordinator.
78. Teaching is good overall, ranging from satisfactory to good. Lessons contribute very well to personal development through the links that are made between the subject and everyday life. Very good contributions are also made to pupils' spiritual and cultural development. In Year 3, for example, pupils developed an understanding of feelings and trust through the story of Abraham. In Year 4, pupils learned about Hindu rituals and beliefs, whilst also reflecting on their own beliefs. They considered how Hindus wash away their sins in the river Ganges and thought of things they themselves might feel sorry about. Pupils in Year 6 learned about Divali, the Hindu festival of light, discussing the meaning behind religious celebrations. Sensitive prompts by the teacher and the provision of moments of peaceful reflection enabled pupils to consider their own attitudes and beliefs, whilst being encouraged to respect those of others.
79. There are good examples of cross-curricular links around the school, particularly in art and design and geography, to support and celebrate festivals of light. Pupils make greetings cards, paintings and models, whilst geographical work on a village in India precedes Year 4 work on Hindu beliefs. Teachers make good use of attractive class displays to celebrate completed work and raise pupils' self-esteem.
80. Leadership and management of the subject are good. The co-ordinator has worked hard to raise the profile of the subject since the previous inspection. Careful monitoring and sampling of teacher assessment outcomes enable her to monitor and evaluate standards of teaching and learning throughout the school. She advises and supports her colleagues well, working

alongside them and helping to build their confidence, particularly with less experienced staff. She monitors the use of resources and artefacts and has identified areas in provision which need improvement to support teaching and learning still further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. No lessons were observed in **design and technology**. It is not possible therefore to make a firm judgement about provision. Evidence was obtained from discussion with the subject co-ordinator, analysis of school planning and scrutiny of pupils' work on display in classes and public areas of the school. These indicate that achievement is satisfactory and that, by Year 2 and Year 6, standards are in line with expected levels. Records of pupils' design ideas show that they do evaluate their products and suggest ways of improving them. The co-ordinator has a good overview of standards through her scrutiny of teachers' planning and their records of assessments of pupils' standards.

Art and design

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

Main strengths and weaknesses

- The school provides a broad and rich curriculum that fosters pupils' creative and practical skills and makes effective planned links with other subjects.
- The subject is led and managed very well by the co-ordinator.
- Standards in art and design are above expected levels.
- Pupils evaluate and discuss analytically their work and that of classmates and other artists.
- Good use is made of visiting artists and sculptors to enrich learning both at school and elsewhere.
- There are no significant weaknesses but the school has correctly identified a need to develop the existing use of sketchbooks and create art books.

Commentary

82. By the end of Year 2, standards and achievement in art and design are above expected levels. These good levels are sustained well. Consequently, by the end of Year 6, standards and achievement remain above expected levels. This is because the subject is highly valued, not only for its own merits, but also because of the contribution it makes to pupils' understanding of other subjects through well-developed curriculum links. Art and design make a major contribution to pupils' spiritual, moral, social and cultural development through these links.
83. The very good curriculum is enriched through visits to local galleries and sites further afield. The work produced in connection with the visit to the Eden Project shows that pupils were inspired by the work of the Art Deco artist Eduardo Benedictus. Inspired by good teaching and a good range of resources, they worked successfully with an exciting variety of media including calico inks, embroidery thread, sequins, ready-mixed poster paint and acrylic paints. Pupils produced hexagonal board pictures and calico cloth panels of outstanding quality. Visiting artists teach skills in ceramics, clay work, willow weaving and rag work amongst a wide range of activities. In addition, there are opportunities for pupils of above average attainment to attend a residential course that develops further their knowledge and skills in art and design. Pupils with special educational needs make similar good progress in their creative and design skills, enjoying the less academic tasks.
84. Teaching and learning are both good. Teachers have good subject knowledge and use skilful questioning to encourage pupils to look analytically at their own work and the work of others. In this respect, teachers make good use of work of other artists such as Andy Warhol, Howard Hodgkin, C R Mackintosh and Piet Mondrian, using their techniques to inspire and raise the

standards of pupils' own work. Teachers' assessment procedures are good and along with the evidence from sketchbooks, provide teachers with a secure knowledge of pupils' levels of work.

85. The subject co-ordinator has provided very strong leadership and highly effective management of art and design. She has shown great enthusiasm and has imparted this to staff and pupils alike. This has contributed greatly to the status of art and design, the enjoyment of the subject, the high quality of work around the school and the standards achieved.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards have improved to be above expected levels by the end of Year 6.
- Teachers make effective use of a good range of resources.
- Pupils show good levels of interest and enthusiasm in the subject.
- Good leadership and management have led to better teacher confidence which has improved pupils' achievement.

Commentary

86. All pupils achieve well from low starting points and by the end of Year 2 attain expected levels and by the end of Year 6 attain standards which are above expected levels. This is an improvement from the previous inspection when no judgements could be made because there was insufficient evidence. The quality of teaching and learning is now good overall and pupils benefit from the improved facilities and provision within the subject. The high proportion of pupils with special educational needs also enjoy the subject greatly and make good progress in developing a good range of performing and appraising skills to at least expected levels. Boys and girls achieve equally well and with the same good levels of interest.
87. Pupils in Years 1 and 2 sing tunefully and with satisfactory expression. In a Year 2 lesson, pupils sang high and low notes accurately to demonstrate the differences. They then worked well in pairs using glockenspiels and xylophones to record simple notation symbols and perform a series of high, medium and low notes in sequences of their choice. Good attitudes and responses were evident as the teacher challenged pupils sensitively at their different levels of capability. Pupils performed to others in the class and were all involved in evaluating each other's compositions. Older pupils in Year 4 extend their listening, appraising, composing and performing skills by improvising patterns of music within the pentatonic (or five note) scale. As they practise, they combine the sounds to perform the musical phrases effectively in response to the good prompts and praise by the teacher.
88. By Year 6, pupils perform well and show the good levels of confidence and pleasure that all pupils are gaining from the subject. In one lesson observed, having listened carefully to contrasting songs, they selected phrases that showed how the world could be made a better place. They then listened to 'Food, Glorious Food' from 'Oliver' and identified the different moods in the song, comparing the start to an angry protest mood and identifying the change as the singers imagined much nicer food. The enthusiastic and stimulating teaching motivated pupils so much that in the final sequence every pupil in the class was involved in composing and singing imaginative phrases in relation to a sporting jingle. The teacher's good subject knowledge and sensitive prompts encouraged all pupils to attain above expected levels.
89. The quality of teaching is good overall and ranges from very good to good. In addition to class lessons, many pupils are given opportunities to learn to play individual instruments from Year 3 onwards. They are encouraged to play a wide range of instruments in the school orchestra and

do so with high levels of commitment and enjoyment. The subject makes good contributions to pupils' cultural development by introducing them to the music of different countries of the world. Assessment procedures are adequate and help teachers match activities more accurately to the individual needs of the pupils. The subject co-ordinator provides good leadership and management. Teachers use the subject well to promote pupils' personal development. Pupils speak confidently when evaluating each other's work and accept each other's helpful criticisms well. The programme of learning is broad and enriched with good, relevant links to other subjects. Pupils also benefit from a good range of extra-curricular activities. Resources are of good quantity and quality and are used regularly by pupils of all ages and capabilities, as is the specialist music room.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- The school provides a wide variety of experiences.
- The subject makes a significant contribution to pupils' personal development.
- Teachers are excellent role models.

Commentary

90. By the end of Year 2 and Year 6, standards overall are at expected levels. These are similar to the judgements made at the time of the previous inspection. However, in some lessons standards are better than this as a result of skilful teaching. For example, pupils in Year 5 attained well above expected standards in a gymnastics lesson. In swimming, all pupils benefit from weekly sessions in the school pool from May to September. As a result, standards are above those normally found, with all pupils reaching or exceeding the expected 25 metres before leaving the school. Throughout the school pupils achieve well, particularly in relation to their understanding of health-related fitness.
91. A broad and well balanced curriculum provides a wide variety of experiences for all pupils including outdoor and adventure activities for older pupils. Teachers ensure that all pupils are fully and actively involved in lessons. Boys and girls respond with great enthusiasm and there is no difference in the standards they attain. Pupils with special educational and physical needs are supported well to enable them to participate at expected levels in individual and team activities.
92. In gymnastics, pupils in Year 2 show good awareness of space and each other when moving around the hall. They perform a three point balance and a minority of higher attaining pupils refine their movements by extending their arms and legs and pointing their fingers and toes. Specialist teaching is used well to develop and extend older pupils' learning. In Year 5, for example, they collaborate to plan and perform well-controlled sequences of movement. In Year 6 they support each other well when performing handstands and other challenging balances. Other pupils in Year 6 made sound gains in rugby skills, developing secure understanding of the basic tactics of the game.
93. Teaching and learning are good overall. In the lessons seen it varied from satisfactory to very good, largely dependent upon teachers' particular expertise. All teachers have high

expectations of behaviour and set very clear routines to promote safety. They are very good role models and this helps them to establish very good relationships. Pupils are given every encouragement to plan and perform their movements but only in the most successful lessons do they also have opportunities to discuss and evaluate their performance to help them improve.

94. The co-ordinator is knowledgeable and enthusiastic. She provides good leadership and has identified priorities for further development. She is aware of the need to develop assessment and is successfully trialling the use of a digital camera and laptop computer for this purpose. There is a very good range of extra-curricular activities that allow boys and girls to follow their own interests. Coupled with very good facilities, accommodation and learning resources, a supportive headteacher and enthusiastic staff there is strong potential for raising standards further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Provision makes a strong contribution to pupils' personal development.
- Pupils are given every opportunity to discuss important issues and teachers value their contributions.
- There is currently no framework to guide teachers' planning.

Commentary

95. The school attaches great importance to pupils' personal development and teachers deal sensitively with issues such as feelings and emotions, diet, health, sex, drugs and personal safety. Many of these are dealt with effectively in subjects such as science and religious education and good use is made of visitors from outside agencies to support this work. Recent initiatives that have been successfully introduced include the massage programme that teachers report is having a calming effect and improving pupils' concentration. At the same time it is helping them to recognise 'good' and 'bad' touch. It has a significant impact on their social and moral development as well as their learning. Many issues that affect all pupils are dealt with in assemblies, through storytelling with follow-up discussions in each class, and in the school council where pupils see democracy in action.
96. All of these help to promote the calm, caring and supportive atmosphere of the school. However, the school recognises the need to structure these more systematically to ensure that a whole-school programme provides teachers with more guidance and builds on pupils' learning as they move through the school. The recently appointed co-ordinator has written a policy and is developing a new framework to provide guidance for the programme of learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
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).