

# INSPECTION REPORT

## **WAVERLEY PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108453

Headteacher: Mrs G Hyde

Lead inspector: Mr R Robinson

Dates of inspection: 17 – 19 May 2004

Inspection number: 258321

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:	252
School address:	Maple Close Dumpling Hall Newcastle upon Tyne Tyne and Wear
Postcode:	NE15 7QZ
Telephone number:	0191 2674549
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Kyne
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is an average-sized primary school. The school is changing currently from a first school to a primary school for children from nursery age to the end of Year 6. Year 5 pupils are the oldest pupils in the school at present. The movement of pupils to and from the school in Years 4 and 5 is high, partly because of parental choice, in regard to the reorganisation of education in the area. All children are of white ethnic background. No pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is about twenty per cent, which is about average. The school serves a socially and economically average area. Children's attainment on entry is average. Sixteen pupils (6 per cent) are on the list of special educational needs, which is well below average. No pupils have statements of special educational needs. Most of the pupils receiving additional help have speech and communication difficulties or social, emotional and behavioural difficulties or physical disabilities. The school gained the Healthy School Award in 2002 and 2003 and School Achievement Awards in 2001, 2002 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1234	Tina Bradley	Lay inspector	
29686	Stefan Lord	Team inspector	English English as an additional language Geography History Religious education Special educational needs
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Waverley Primary School is a very good school. Standards are high and pupils achieve very well. The leadership and management of the school are very good, the quality of teaching is very good and pupils' attitudes to work and their behaviour are of a high standard. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher, senior management and curriculum co-ordinators are very good.
- The governors are very effective and help the staff very well.
- The achievement of pupils is very good because the teaching is good in the nursery and reception classes and very good in Years 1 to 2 and Years 3 to 5.
- Standards by the end of Year 5 are well above average in English and mathematics, and above average in information and communication technology, religious education and science.
- The curriculum is thought out very well and enriched by a very wide range of other educational opportunities.
- The transition from a first school to a primary school is being managed very well.

Improvements, since the last inspection in June 1998, are very good. Standards, in the national tests at the end of Year 2, have risen. The quality of teaching and learning is now very good. The leadership and management have improved to be very good. In response to the areas for development identified at the last inspection, pupils' speaking and listening skills are now developed very well, the roles of the subject co-ordinators have improved and pupils' annual reports now meet statutory requirements.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	A	A*
writing	A	A	A	A*
mathematics	A*	A*	A	A*

*Key: A\* very high; A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**The achievement of pupils**, including those pupils with special educational needs, **is very good**. Achievement is good in the nursery and reception classes and very good in Years 1 to 5. The above table shows the very high standards (highest five per cent nationally) reached in reading, writing and mathematics in the 2003 national tests at the end of Year 2 compared to similar schools. Standards of the present group of pupils in Year 2 are likely to be well above average in reading, speaking and listening, writing, mathematics, information and communication technology, science and religious education. In Year 5, standards are well above average in English and mathematics, and above average in art and design, information and communication technology, religious education and science. In the nursery and reception classes, children achieve well and are likely to exceed the expected standards, by the time they enter Year 1, in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world.

**Pupils' personal development, including spiritual, moral, social and cultural development, is very good**. Their attitudes and behaviour are very good. Attendance and punctuality are satisfactory.

## QUALITY OF EDUCATION

**The quality of education provided by the school is very good** and leads to pupils' very good achievement.

**The quality of teaching and learning is very good.** It is good, overall, in the nursery and reception classes, and very good in the rest of the school. On balance, teachers have a good understanding of national guidance and plan lessons very well using a wide range of teaching methods and learning resources to encourage pupils in order to push on the learning of all groups of pupils at a fast pace. Teachers have high expectations of good behaviour; consequently, pupils' behaviour is very good and pupils work industriously, both in groups and individually. Teaching assistants provide very good help for pupils, particularly those with special educational needs. Homework is used well to consolidate and extend learning. In most subjects, assessment of pupils' progress is good; however, in science, it is not rigorous enough to push up standards further.

The curriculum is very good. It is broad, balanced and enhanced by many opportunities for enrichment. Accommodation and resources are very good. Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with good support, advice and guidance and involves them very well in its work and development. The partnership with parents is very good, and there are good links with the community and other schools.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are very good.** The governance of the school is very good. The headteacher provides very good leadership with significant support from the senior teachers. Management is very good with systems and procedures effectively implemented to ensure high standards in all aspects of the work of the school along with a good application of the principles of best value. All statutory requirements are met.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education the school provides for their children. Pupils are overwhelmingly positive about the school. Neither parents nor pupils have any significant concerns.

## IMPROVEMENTS NEEDED

There are no significant weaknesses in this very effective school; however, the governors should consider the following point for further improvement:

- Improve the use of assessment in science to check pupils' progress, and set targets for pupils to achieve.\*

*The school has identified this area for development already in its school improvement plan.*

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The achievement of pupils is very good, overall. Achievement is good in the nursery and reception classes and very good in Years 1 to 5. Standards are well above average by the end of Year 2, and are well above average in Year 5.

#### Main strengths and weaknesses

- Children in the nursery and reception classes achieve well and are likely to exceed the goals set for them by the time they start Year 1.
- In the national tests in 2003 at the end of Year 2, standards were well above average compared to all schools and in the highest five per cent nationally compared to similar schools, in reading, writing and mathematics; however, standards in science by the end of Year 2 were well below average at the level expected nationally though well above average at the higher level.
- Standards of the current group of pupils in Year 2 are well above the national average in reading, writing, speaking and listening, mathematics, information and communication technology, science and religious education.
- Standards in Year 5 are well above average in English and mathematics, and above average in art and design, information and communication technology, religious education and science; however, standards in science are lower than those in English and mathematics.
- The achievement of all groups of pupils, including those pupils with special educational needs, is very good.

#### Commentary

1. Children's attainment on entry, when they start nursery, is average, overall, although there are wide variations. The children achieve well and by the end of the reception year standards are above average in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. This is an improvement since the last inspection when children made satisfactory progress and reached average standards. Too few lessons were seen to make secure judgements on standards in physical development and creative development.
2. The following table shows pupils did very well in the national tests compared to the national results. Although the average points scores in 2003 in reading, writing and mathematics were lower than in the previous year, standards were well above average compared to all schools nationally and in the highest five per cent in comparison with similar schools nationally. The improvement in writing scores was a result of the leadership's focus in Years 1 and 2 on developing writing skills further.

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

Standards in:	School results	National results
reading	17.0 (18.4)	15.7 (15.8)
writing	16.4 (16.0)	14.6 (14.4)
mathematics	17.7 (19.5)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

3. Standards, over time, are generally high by the end of Year 2 and average points scores have increased significantly since the last inspection. A particularly strong feature is the proportion of



pupils who achieve the higher level than expected nationally in reading, writing, mathematics and science; however, the proportion of pupils reaching the expected level fell sharply in 2003 compared to the previous year because of a higher number of pupils with special educational needs. There are no significant differences over time between the standards reached by boys and girls at the school. Boys do particularly well compared to boys nationally because of the very well thought out curriculum and planning for their needs, as well as their very good attitudes to learning and high standards of behaviour.

4. Standards of the current group of pupils in Year 2 have returned to previous high levels and pupils' performance is well above average in all subjects where it was possible to make a secure judgement. In science, the leadership's determination to improve standards and the very good quality of teaching in Year 2 has been successful, resulting in similar standards in the subject in comparison to English and mathematics.
5. The school has maintained successfully high standards in English and mathematics during the transition from a first school to a primary school. In Year 5, pupils' performance is well above average in English and mathematics and above average in science. The reason for the relatively lower standards in science can be attributed to the school's focus on literacy and numeracy during the transition period and to the less rigorous, though satisfactory, assessment procedures for science compared to English and mathematics. In addition, the quality of teaching is very good in English and mathematics compared to being good in science. The leadership of the school has identified all of these differences and already an appropriate action plan has been agreed with governors and staff to raise standards to at least the same level as English and mathematics. The achievement of pupils in information and communication technology is very good and it is good in art and design and in religious education: in these subjects, standards in Year 5 are above average.
6. The progress that all groups of pupils make from entry into the nursery to Year 5 is very good because of the strengths in the leadership and management of the school, the high standard of teaching, the very well planned curriculum and pupils' very good attitudes to work and high standards of behaviour.
7. Pupils with special educational needs achieve very well. The clear and appropriate targets for improvement on their individual education plans enable them to make very good progress in their learning. These targets are reviewed and revised regularly. The early identification of problems and the very good help provided make a significant contribution to the achievement of these pupils.

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

Pupils' behaviour and their attitudes to school are very good. Pupils' spiritual, moral, social and cultural development is very good. Pupils' attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils' attitudes, values and personal development are a strength of the school.
- Pupils' behaviour is very good, particularly in lessons.
- Very good relationships exist between pupils and adults.

### **Commentary**

8. Pupils enjoy school and attend regularly. There are few latecomers and these are usually in the classroom and settled by the end of registration. Parents work closely with school to ensure regular attendance which is broadly in line with national levels, as can be seen in the following table:

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

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

9. Attitudes and behaviour are very good and have improved since the previous inspection because all pupils react positively to the expectations of their teachers. Active learning, such as note taking, helps pupils to stay on task and contributes to their achievement. Pupils demonstrate their own high standards of good behaviour by carrying out their responsibilities maturely; for example, playtime monitors take their duties seriously. Many pupils are positive role models, in and out of lessons, and willingly celebrate the achievement of others. Pupils who have special educational needs are very well integrated in the classroom and respond to the school's provision for them. The attitudes of these pupils with learning difficulties are positive. They want to learn, are co-operative and appreciate the extra support given which makes a significant contribution to the progress they make.
10. Behaviour out of the classroom is mainly good and often reflects the expectations of adults on duty. Younger pupils organise themselves to practise basketball skills and to use skipping ropes and hula-hoops, well away from the hazards of ball games. Lunchtime behaviour is satisfactory but it sometimes lacks the usual calm, social etiquette found at other times in the school. There have been no exclusions.
11. Personal development is very strong. Pupils flourish in an atmosphere which nurtures self-worth and the desire to learn. House teams are competitive and team spirit makes a positive contribution to pupils' social development. Pupils are proud of the work of their school council and take a pride in its impact on school life. Spiritual, moral and social awareness prosper because pupils embrace the opportunities, woven into their every-day school life, to grow in sensitivity and confidence. Religious education lessons include opportunities for pupils to reflect in silence. They think about their personal beliefs and principles and take time to reflect on the traditions and beliefs of others. Visitors with experience of other countries' cultures, such as Japan, or from other religions, such as the Jewish faith, help pupils to understand different traditions and beliefs.
12. Children in the nursery are introduced to musical instruments, including the violin, as part of their new school experiences and as part of their cultural development. The variety of these experiences helps children to make good progress in exceeding their early learning goals in personal, social and emotional development by the end of the reception year.
13. Relationships in school are very strong and often bring their own spark of spirituality to school life; for example, sensitive teachers are positive role models who contribute to raising the self-esteem of their pupils; through their example, pupils treat each other with respect and kindness. Pupils know right from wrong and are keen to see fair play for all.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. The quality of teaching and of pupils' learning is very good. The curriculum is very effective. Standards of care, welfare and health and safety are good. Partnership with parents is very good and links with the community and other schools are well established.

## Teaching and learning

The quality of teaching and learning is very good. The good teaching in the nursery and reception classes and the very good teaching in the rest of the school leads to pupils achieving very well. The assessment of pupils' work is good.

### Main strengths and weaknesses

- The needs of pupils with special educational needs are planned for very well.
- The teaching in the nursery and reception classes has particular strengths in the use of staffing, resources and accommodation.
- The checking of pupils' progress is good in most subjects in Years 1 to 5; however, assessment in science is satisfactory though not sufficiently rigorous to push up standards in the subject to the level of those in English and mathematics.
- The assessment in the nursery and reception classes is very good; however, recently trialled additional assessment procedures add little to the understanding of teachers and parents of how well the children are doing but do take up a significant amount of staff time.

### Commentary

14. The following table shows the strength in the teaching seen during the inspection. Very good teaching was seen in all year groups including the nursery and reception classes. The quality of teaching has improved significantly since the last inspection. Teaching and learning in English and mathematics are very good throughout Years 1 to 5, and very good in Years 1 to 2. They are good in Years 3 to 5 in art and design, information and communication technology, religious education and science. The very good teaching enables children to make very good progress in their learning over time. The very good leadership of the curriculum and the very effective monitoring of teaching and checking of pupils' work by the senior staff and subject co-ordinators contribute to the high standards of teaching and pupils' learning.

#### Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	20 (47%)	17 (39%)	5 (12%)	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.*

15. Pupils with special educational needs make very good progress because of the very good teaching and planning for the needs of all groups of pupils. Teachers ensure that those who find learning difficult are supported very well, often through very good help from the classroom assistants, to meet the targets on their individual education plans.
16. The teaching of children in the nursery and reception classes is good in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Particular strengths in the nursery and reception classes are the ways teachers and nursery staff work together using a wide range of learning resources, including the internal and outdoor accommodation to push on children's learning at a brisk pace. The good quality of teaching in the nursery and reception provides a good foundation for future learning.
17. The marking of pupils' work is good and pupils gain a very good understanding of how they can improve through discussions with the teachers and through individual targets set. A system in the school using 'traffic lights' is applied successfully with pupils marking work with a red dot to indicate to the teacher that they do not understand, amber to denote some difficulties and green to show they understand fully. Teachers assess work at the end of units of work in all subjects

of the National Curriculum, except English and mathematics, according to whether the pupils are average or are above or below average. In English and mathematics, regular assessments are made and records are kept of pupils' progress over time matched to small steps of learning referenced to the levels of the National Curriculum. Targets for improvement are also shared with pupils in English and mathematics. It is significant that standards in science are lower than those in English and mathematics by the end of Year 5 and one of the contributing factors is the differences in assessment procedures and the setting of targets linked to levels of the National Curriculum.

18. In the nursery and reception classes, children's workbooks provide very clear evidence of each pupil's progress. The comments on the work show the very good assessment systems which are used very well to direct future learning, as was the case at the last inspection. The books are shared with parents and help parents to realise how they can help their children improve the standard of their work. The recently trialled portfolios containing photographs of children attaining small steps of learning add little to the very good information in the children's books. The preparation of these portfolios for every child is very time consuming and the time could be spent more profitably on teaching.

### **The curriculum**

The curriculum is very broad and very well balanced. Members of staff work very hard to make it rich and interesting and relevant to pupils' needs. This helps to promote good achievement for all pupils. The accommodation and resources are very good and enhance learning.

### **Main strengths and weaknesses**

- Staff are working hard and successfully to ensure continuity of education during the transition from the first school to the full primary school curriculum.
- The school provides a very good range of out-of-school activities in order to enrich the curriculum.
- The provision for pupils with special educational needs is very good.
- The curriculum is very well planned and subjects are linked carefully in order to assist learning.

### **Commentary**

19. The school has taken particular care to ensure that, as it changes from a first school to a primary school, the curriculum for the oldest and subsequent year groups is very well planned and ensures that they build securely on previous work. This helps pupils to achieve very well. The school is raising standards further by adapting teaching so that work is increasingly relevant to pupils' needs and interests; for example, pupils in Year 2 extended their understanding of angles when they worked at bodily rotations in physical mathematics lessons in the gymnasium. The school has worked very hard to ensure that, where relevant, subjects are closely linked to one another. This helps pupils to deepen their learning and increase their skills because they see a purpose in their activities; for example, in science pupils used computers in their work on gases and the composition of air and extended their mathematical skills in interpreting graphs on the rate of water absorption. They recorded their investigations in clear and well-ordered writing.
20. The school ensures that all pupils have equal access to learning opportunities. Provision for pupils with special educational needs is very good. Very well planned activities, very good teaching and effective tracking procedures ensure that these pupils make very good progress. Targets are linked appropriately to individual education plans. Good communication between teachers and support staff is ensuring consistent high quality instruction.
21. The school offers a wide range of extra-curricular activities in order to support and extend its work. This is an improvement on the findings of the previous inspection and includes sporting, musical, artistic, dramatic and computer based activities. The curriculum is enhanced further by

the many opportunities provided by the school for pupils to take part in educational visits where they extend their knowledge and understanding by participating in exciting first hand experiences; for example, they visited the coast as part of work in geography and science. Hadrian's Wall and local theatres were used to extend historical and literacy skills. Pupils had further opportunities to enrich their knowledge and extend their skills in living and working together when they made residential visits to London and to an activity centre.

22. Visitors to the school provide activities such as science workshops and practical work in art and music from other cultures. Local clergy and members of the fire brigade, police force and health services visit the school to talk and work with pupils. The school organises special events, such as book, sport and mathematics weeks, in order to further stimulate and excite pupils.
23. The school is very well resourced so that pupils and teachers have ready access to materials and equipment. Suitably experienced teachers are deployed carefully. Teaching assistants are used well to support the work of teachers and pupils. The school makes very good use of its attractive grounds and spacious accommodation in order to react flexibly to pupils' needs and to help raise standards. Members of staff work very hard to make the school a stimulating and welcoming place to be. Attractive displays of pupils' work enhance the accommodation.

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

Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with good personal and academic advice and involves them very well in its work and development.

### **Main strengths and weaknesses**

- The school is a friendly community where pupils are cared for very well and this helps them to achieve highly.
- The arrangements for informing non-teaching staff of child protection procedures are informal.
- The arrangements to help children settle into the nursery are very good.
- The pupils' views are sought, valued and acted upon.

### **Commentary**

24. Pupils are cared for very well in school. They are supervised carefully to ensure their safety and the school promotes healthy living for its pupils; its participation in the Healthy Schools Award scheme has been successful and, as an example, fruit is now readily available at break-times. Fire drills are carried out each term and pupils know what to do in an emergency. Pupils who are unwell in school are dealt with sensitively and teachers are alert to the needs of their pupils. A wide range of policies formalises procedures in school including responsible use of the Internet. Regular checks are carried out to assess safety in school and suitable arrangements are made for educational visits. A school governor works with the headteacher to co-ordinate child protection arrangements and they undertake training, but training for non-teaching adults, such as mid-day supervisors, is too informal.
25. Pupils are very aware of their own learning needs and know their learning targets in English and mathematics. Academic progress is monitored well throughout the school. This awareness and pupils' own enthusiasm to succeed contribute to the high standards they achieve. Pupils with special educational needs are supported very well. Their early identification ensures that effective help is provided as soon as possible, promoting successfully very good progress. This support is mostly in class in small groups, or one to one, working on tasks that are planned appropriately. There is some withdrawal of individual pupils to work on basic skills; in literacy, for example. There is good liaison with external agencies; the Behaviour Support Team, for example. The regular reviews of individual education plans set achievable learning steps which are used by teachers and are incorporated into teachers' planning for future learning.

26. Induction arrangements for children starting in the nursery are very good. Account is taken of the views of the youngest children through documented discussions between staff and each child. Children are asked about their perceptions of nursery school and are encouraged to discuss their preferences. Records of children's work are kept to measure achievement as children move through the nursery and reception classes. Parents are welcome in school and their participation secures a comfortable place in which to learn for their children. Induction arrangements for older pupils help them to settle and make friends quickly.
27. Pastoral care is strong throughout the school and is very well managed by curriculum co-ordinators. The programme of work for pupils' personal, social, and health education is designed to develop pupils' confidence and to help them to become good citizens, lead healthy lifestyles and develop good relationships whilst respecting the differences in cultures. For older pupils, there is a greater emphasis on multi-cultural awareness, anti-racism, personal safety, family relationships, drugs awareness and the onset of adolescence.
28. The teaching of personal, social and health education makes a significant contribution to pupils' attitudes and values and to the high standards pupils achieve in lessons. Pupils and parents confirm that children are well cared for and that the balance of sensitivity and discipline is commendable.
29. The response by pupils to whether they would approach an adult in school with their problems is varied. Many pupils would prefer to discuss their concerns with their parents or try to deal with problems with their friends. The playground surface gives cause for concern to many of the children; because of the rough surface, their cuts and grazes are more pronounced than in most schools, and the school has acknowledged the need to improve its play areas.
30. The very well managed school council gives pupils a voice in running the school. The council meets each month to discuss the wishes of pupils, and the school responds well to its recommendations. Because of its suggestions, pupils are now able to enjoy productive playtimes with many suitable resources which make a significant contribution to pupils' social development.

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

The partnership with parents is very good and the links with the community and other schools are good.

### **Main strengths and weaknesses**

- Most parents contribute to their children's learning and have confidence in the school.
- The links with the community broaden pupils' personal development.

### **Commentary**

31. Most parents are very happy with the work of the school and all that it provides for their children. They value the high standards of care and education, which have improved since the previous inspection. Many parents and teachers use homework books and reading records to communicate. Through this method parents have access to strong professional advice on how to support their children's learning. The system is used very well in Years 1 and 2 and older pupils demonstrate their own enthusiasm for learning by continuing to use this method to record independent study. Parents of children with special educational needs are given every opportunity to be involved in reviewing their children's needs.
32. Links with the community are used well to stimulate and broaden the National Curriculum for pupils. Members of emergency services visit school to talk to pupils. Nurses are involved in teaching older pupils about the onset of adolescence. Strong links exist with the local church

and the school's association of friends. This partnership makes a significant impact on learning through well-planned assemblies and the input of individual speakers. The association of friends arranges good social opportunities for families to help with fund raising events and to improve learning resources for their children.

33. The school has good links with its partner schools and works closely with them to ensure a smooth transfer for its pupils; it compares the quality of provision and checks the compatibility of its feeder schools for its pupils. It has useful links with the universities and encourages student experience. Links with secondary schools and local businesses are now extending to embrace the school's new primary status.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are very good. The governance of the school is very good. The headteacher provides very good leadership with significant support from the senior teachers. Management is very good with systems and procedures effectively implemented to underpin the work of the school along with a good application of the principles of best value.

### **Main strengths and weaknesses**

- The headteacher's clear vision for the school, which is shared by all members of the school community, has created effective teamwork.
- The change in status of the school has been led and managed very well.
- The systems for monitoring and evaluating the school's work have a positive impact on the standards that pupils achieve.
- The analysis of test data establishes a clear picture of standards in English and mathematics.
- The system for checking pupils' progress in science is not rigorous enough.
- The active involvement of the governing body is very good.

### **Commentary**

34. The very good leadership of the headteacher provides a very clear, shared educational vision for the school, and a determination exists to maintain the highest possible standards in all areas of the school's work. The quality of her leadership skills has led to all staff and governors working successfully as a team that strives to ensure pupils achieve as well as possible. She has delegated responsibilities wisely so that effective teams have been developed. Members of the senior management team provide very good role models for other staff and for pupils and play an important role in the leadership of the curriculum and teaching. The leadership of the school has improved further from the strong judgement made at the last inspection.
35. The recent transition of the school from first to primary status has been handled very well, with governors, headteacher and senior managers working successfully to ensure that the very good learning ethos has been maintained and teaching appointments match the growing needs of the school.
36. The headteacher is committed to providing an all-inclusive school that meets the needs of all pupils, whatever their background or need. The introduction of grouping of pupils into classes according to their level of attainment for English and mathematics lessons in Years 3 to 5 is a good example of the school taking steps to meet best the needs of pupils of differing abilities. The procedures for monitoring and evaluating the school's work, and then using the information gained to make improvements, are very good. This is reflected in the comprehensive school improvement plan, which identifies clearly where the school needs to improve further. Teachers' performance management is linked well to school improvement priorities and to teachers' own professional needs which, in turn, have an impact on the standards pupils achieve. The development of the roles of the subject co-ordinators was an issue in the previous report; this has been very successfully addressed and subject co-ordinators are now more effective in relation to monitoring and evaluating provision and standards in their particular areas. The

management of pupils with special educational needs is good so that their particular requirements are met well.

37. The results of tests in English and mathematics are carefully analysed and provide detailed information on the progress of individuals and different groups of pupils. Challenging targets are set for the school, teachers and pupils; however, this is not yet the case for science. The school is aware that in order to maintain high standards, as the school extends its status, the checking of pupil progress in English, mathematics and science, with individual teachers, needs to be made more rigorous.
38. The governors are very effective as they are very well informed, which enables them to challenge and support the senior managers and make a significant contribution in helping to shape the vision and direction of the school. Their effective monitoring procedures ensure their decisions are based on firm evidence and that they are fully aware of the school's strengths and weaknesses. They fulfil their statutory duties very well.
39. The headteacher, business manager and finance committee of the governing body manage the school budget very well. There are efficient systems in place to make sure that the finances are controlled carefully and that expenditure is regularly reviewed. There is a good grasp of the principles of best value, which helps the school to achieve educational priorities, shown by the decision to maintain the current staffing. Day-to-day administration is very good, as are the systems of financial control. The large surplus at the end of the last financial year, shown in the table below, has been appropriately earmarked for maintaining staffing levels.

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

Income and expenditure (£)	
Total income	609,668
Total expenditure	619,144
Expenditure per pupil	2,612

Balances (£)	
Balance from previous year	60,402
Balance carried forward to the next	50,926



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

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

Attainment on entry to the nursery is broadly average, although a few children have language difficulties. Teaching is good, on balance, throughout the Foundation Stage, and children achieve well. Overall provision, including teaching and learning, has improved a great deal since the last inspection because the very good leadership and management of the Foundation Stage has put in place an interesting and worthwhile curriculum suited to the needs of all children, including those with special educational needs. Assessment procedures are very good in all the areas of learning. The accommodation and learning resources are very good, which benefits children's learning. Standards by the end of the reception year are above average overall, although insufficient evidence was available to make judgements on standards in physical development and creative development.

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

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

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

- Children achieve well in the nursery and reception classes and are on course to exceed the standards expected by the end of the reception year.
- Children settle quickly to learning because of well-organised teaching and their own very good attitudes to learning and behaviour.

#### **Commentary**

40. Children are likely to exceed the levels expected by the time they enter Year 1 because the teaching is good in both the nursery and reception classes. The planning of activities encourages children to gain confidence and to work productively with other children. Relationships between children and with their teachers are good. Teachers encourage children to help with classroom routines; for example, older children take responsibility for returning registers to the school office following registration. Younger children in the nursery indicate confidently their attendance by moving a photograph of themselves to the register of attendance board.
41. In the nursery, the teaching is good and activities to stimulate children's interest are well organised. The children come to school generally, happy and keen to learn, though a few find parting from parents difficult. Members of staff encourage children to be aware of and follow class rules and this assists children's work and good behaviour. Children settle quickly to work because all of the classrooms are very stimulating with very good resources to interest children in learning. By the end of the reception year, most children can work independently or in groups; however, a few children find concentrating in a whole class session difficult.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children's achievement is good and most are likely to exceed the goals set for them by the end of the reception year.
- Children are well prepared for the introduction of literacy lessons though the time spent on the carpet listening to the teachers is sometimes too long.

- The development of reading skills is well organised but some children have limited understanding of the sounds individual letters and groups of letters make.

### Commentary

42. The quality of teaching and learning in both the nursery and reception classes is good and, as a result, children are likely to exceed the levels expected by the time they enter Year 1. In the nursery, members of staff encourage children to join in 'reading' words from books through association with the pictures. Books for reading to the whole class are selected carefully to link to the overall topic; for example, *The Very Hungry Caterpillar* was shared with children as part of a study of small creatures. This was followed up by children drawing pictures and making marks for words about the life cycle of a butterfly. When the whole class is working together with the staff, the pace of lessons sometimes dips because too many children are involved in an activity which would have been better organised in smaller groupings; for example, during the dramatic representation by the children of the story of *The Lonely Wasp*. The speech of some children is limited and members of staff encourage well discussion in the role-play areas, such as in the very attractive 'small creatures garden'.
43. In the reception classes, teachers arrange lessons in a similar way to those the children will experience in Year 1; however, sometimes, children are expected to sit on the carpet for lengthy periods and, towards the end of these sessions, some children lose interest. In a lesson seen, children worked hard with a partner to spell words such as 'sun'. Members of staff helped those experiencing difficulties to succeed. Most of the children formed the shape of the letters correctly and had plenty of practice using small individual whiteboards and marker pens. The children were proud of their achievements and worked very well with their partners.
44. Teachers ensure that children learn the common words expected to be known by the end of the reception year. The most capable children can read most of these words and understand the difference between fiction and non-fiction books. They read capably short sentences, such as 'It was a cat'. Average attaining children read a range of known words but are rather hesitant and lack confidence when faced with unfamiliar words. These children recognise the sounds most individual letters make but have difficulty in using this knowledge to work out how to read words not previously encountered. Lower attaining children talk about the pictures in a book and make an attempt at reading. Although these children know the sounds of a few letters, they find difficulty working out how to read words such as 'cup'. Members of staff record clearly the progress children make and share this information with parents.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children achieve well in both the nursery and reception class because the teaching is good.
- Most children are on course to exceed the goals expected of children by the end of the reception year.

### Commentary

45. In the nursery, children have a wide range of activities to develop counting skills; for example, counting up the number of days it took for butterflies to evolve from eggs. The outdoor area is used well to develop number recognition up to five by playing a game using a ball and skittles marked with the numbers up to five. Children are encouraged to practise writing numbers on the outdoor surface in chalk.

46. By the end of the reception year, the planning of lessons helps children to be accustomed to the methods of teaching numeracy in Year 1. In a very good lesson, children joined in counting in sequence up to 20. The teacher checked children's recognition of individual numbers up to ten. Very good use was made of hand signals to develop children's counting in twos and tens. The lesson moved at a fast pace which kept children interested in learning. The children had plenty of opportunities to practise number recognition; for example, using the interactive whiteboard. The teacher explained clearly what children had to do, in small groups, and the children listened attentively.

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

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

### **Main strengths and weaknesses**

- Most children are likely to exceed the goals expected by the end of the reception year because the teaching and learning are good so children achieve well.
- The computer suite is used very well to develop children's skills and understanding of the use of information and communication technology to assist their learning.

### **Commentary**

47. Standards are above average because children are taught well in both the nursery and reception classes. In the nursery, children have opportunities to plant and grow seeds. They observe them carefully and record the development of the seeds. A visit to a country park gave children lots of opportunities to observe small creatures. At school, the children were extremely interested in the stages of development of a butterfly and learnt associated language, such as 'cocoon'. The children were in awe when they watched the flight of one of the butterflies they had raised from an egg. In the reception classes, the study of small creatures is built up well through a wide range of very interesting activities; for example, searching for small creatures in the grounds of the school using magnifiers and binoculars. The children are encouraged by staff to use correct language, such as 'habitat'.
48. Teachers in the reception classes have high expectations of children to develop skill in the use of information and communication technology; for example, in a very good lesson, children worked very sensibly in the computer suite though they were so enthusiastic they needed reminders of the need to answer questions in turn or following requests from staff. The children knew and could name the parts of a computer, such as mouse, monitor, hard drive and keyboard. The teacher circulated, questioning very well, and by making a deliberate mistake used this as a teaching point to highlight the necessity to 'double click' the mouse to access a program. Most children opened up a graphics program quickly and lower attainers were given good help by staff to work alongside other children. The children achieved very well and produced coloured pictures which they printed off competently.

## **PHYSICAL DEVELOPMENT**

49. Too few lessons were seen to be to enable secure judgements of standards, teaching and learning. Thorough planning of this area of learning gives children the opportunity to take part in a wide range of learning experiences. In a lesson seen in the gymnasium, the children had plenty of energetic exercise, although opportunities had been missed to practise changing for the activity and the staff had not ensured that children removed jewellery, such as bracelets, before taking part in the lesson. The outdoor area is resourced very well and children have plenty of opportunities to control equipment, such as tricycles and scooters.

## **CREATIVE DEVELOPMENT**

50. Displays around the classroom show that children take part in a wide range of activities using a variety of materials to produce pictures and to make models. Too few lessons were seen for judgements to be made on the quality of teaching and learning; however, in the lessons seen, the teaching was very well organised and role-play was developed very well. Children in the nursery worked with a member of staff and played music which represented appropriately the movement of small creatures. Children in the reception classes selected instruments from other cultures and were amazed at the sounds they made.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

The provision in English is **very good**.

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

- Standards are well above average in Years 2 and 5.
- The very good quality of teaching and learning enables all pupils to achieve very well.
- Pupils have very good attitudes to learning.
- Assessment procedures are very good.
- The subject benefits from very good leadership and management.

#### **Commentary**

51. Over the last few years, pupils have maintained standards well above the national average in the national tests for Year 2 in reading and writing. Standards of work seen during the inspection, along with the school's assessments and formal testing, show that Year 2 pupils are on target to achieve standards well above national expectation. It is notable that a high proportion of boys achieve the higher Level 3. This is because the variety of learning styles and careful selection of a range of texts enable boys and girls of all abilities, including those with special educational needs, to achieve as well as possible. The standards of work seen in Year 5, along with the school's assessments, show that these pupils are on target to achieve standards well above expectation by the time they enter Year 6. Listening skills are very good across the school. Most pupils speak confidently and in full sentences which enable them to communicate their ideas very well.
52. The quality of teaching is very good overall, indicating an improvement in teaching since the previous inspection. This high quality of teaching makes a significant impact on the standards pupils achieve. Teachers show very good subject knowledge and plan lessons with clear learning intentions. They are very enthusiastic about the subject, which motivates pupils to achieve very well. All teachers have high expectations and challenge all pupils, including those with special educational needs. A very good feature of all lessons is the review which is made of pupils' work in order to form links with the next stage of learning. There is a very good emphasis on helping pupils to develop their literacy skills through planned and purposeful opportunities for discussion, which is an improvement from the previous inspection.
53. The school has developed a very structured approach to teaching reading which is making a significant contribution to the standards pupils are achieving. Pupils enjoy reading and are supported very well both at school and at home. In Year 2, most pupils are confident, fluent readers and are able to use a range of strategies to recognise an unfamiliar word. A high proportion of the pupils in Year 5 has developed a range of advanced reading skills. In a very good lesson with a group of higher attaining Year 5 pupils, a thoughtfully chosen story, 'War Games' by Michael Foreman, was especially appealing to boys, the teacher's skilful questioning enabling the pupils to deepen their understanding of the text; through empathy, for example.

54. In Years 1 and 2, basic skills, such as spelling and handwriting, are emphasised. This results in pupils' increased confidence and very good presentation of work. Good opportunities are provided for pupils to write in a variety of forms. The pupils in Year 2 wrote a humorous rhyming poem, and the teacher's very good modelling of writing and provision of pupil writing templates resulted in all pupils achieving very well. In Year 5, pupils choose adventurous words to make their writing interesting and are beginning to extend meaning in complex sentences which have an impact on the standards they achieve. More opportunities need to be given for these pupils to write in other subjects and independently.
55. The very good attitudes shown by the pupils towards their work make a significant impact on the standards they achieve. Most pupils are very well behaved, listen carefully and have the confidence to ask and answer questions, which enables them to make valued contributions during lessons. The relationship between staff and pupils is very good.
56. Teachers very carefully check how pupils are doing and use the very good systems in place for formal assessment to organise teaching groups by ability. This leads to every pupil being challenged and succeeding. Pupils are given extra support when it is needed and this results in very good achievement. Positive and constructive comments contribute to good marking of work which supports pupils well. Pupils have their own well-chosen targets for improvement in writing skills; they understand what they need to do to improve and older pupils know the basis of their targets.
57. The work done by the English co-ordinator is very effective and contributes well to the consistent approach to learning seen throughout the school.

### **Language and literacy across the curriculum**

58. Satisfactory opportunities are made for the application of literacy skills across the curriculum. Oral sessions in lessons are used very effectively to develop speaking and listening skills. Pupils are given worthwhile opportunities to practise their writing skills in such subjects as history, geography, science and design and technology; however, these could be made more challenging for older pupils.

### **MATHEMATICS**

The provision for mathematics is **very good**.

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

- Children achieve very well because the quality of teaching is very good.
- The grouping of pupils into sets of similar levels of attainment helps all children to achieve very well in Years 3 to 5.
- The subject co-ordinator provides outstanding leadership of the curriculum and provides an excellent role model for other teachers.
- The 'Maths Week' is highly successful and helps develop pupils' understanding of the use of mathematics in other subjects.

#### **Commentary**

59. Standards of the present group of pupils in Year 5 are well above average. Standards by the end of Year 2 are also well above average, which is an improvement on those reported at the last inspection. The reason for the improvement is that the standard of teaching has improved, from good to very good. By the end of Year 2, standards are likely to be above average. Pupils' achievement is very good.
60. In Years 3 to 5, pupils are organised for lessons according to their levels of attainment, and the planning of lessons is geared to pupils' prior attainment. This means that pupils with special

educational needs and lower attainers can work alongside other pupils and gain confidence in practising and developing their mathematical skills. Similarly, higher attainers in Years 3 and 4 can work with older pupils and be challenged by work matched well to their levels of attainment.

61. The co-ordinator leads the subject exceptionally well, and has a very clear view of the way pupils learn mathematics. The co-ordinator's teaching is of a very high standard and has had a positive influence on the improvements of teaching throughout the school. In a lesson taught by the co-ordinator in the Year 2 class, the teaching was excellent. The pace of the lesson was fast and pupils made very brisk progress in practising and developing an understanding of how to apply their knowledge to solve mathematical problems. Challenging questioning kept all pupils highly focussed and working hard. The teaching provided constructive feedback so that children were fully aware of how well they were doing and how they could improve; this built up their confidence. The very good organisation and very good use of learning resources helped pupils to achieve highly. High expectations of behaviour resulted in an excellent response from the pupils.

### **Mathematics across the curriculum**

62. Mathematics is used very well throughout the school. A strong feature is the yearly 'Maths Week'. This involves staff, pupils, parents and governors in interesting and imaginative activities designed to develop mathematical skills, as well as to encourage pupils to appreciate the value of mathematics in developing understanding in other subjects; for example, to construct a number rap, to write a mathematical poem, to weigh ingredients to cook, to develop mapping skills to find a hidden treasure, and to do quarter turns in a rotational dance. The photographs of children taking part in the activities over several years reflect their undoubted enjoyment and the high quality of the event.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are high by the end of Year 2.
- The quality of teaching and learning is good, overall.
- The increased checking of pupils' progress and setting of targets for improvement are areas for further development.
- Resources are very good and help to enhance learning.
- A strength in the subject is pupils' understanding of the investigative process, including the conducting of fair tests.

### **Commentary**

63. By the end of Year 2, standards are well above average. This is an improvement since the last inspection and the 2003 National Curriculum teachers' tests. By the end of Year 5, standards are above average. Pupils' achievement is good. A significant factor in the school's high standards is the quality of teaching, particularly in Years 1 and 2, where it is very good. During the transition from a first to a primary curriculum, the senior managers are aware of the need to develop further the teaching and learning of older pupils so that they reach the same high standards as those reached in mathematics and English. In science, the school does not use its assessments as well as in English and mathematics in order to check pupils' progress and set targets for improvement or to identify areas of strength or weakness. This results in missed opportunities to raise standards, particularly amongst the older pupils.
64. Most teachers have a clear understanding of the subject so that pupils receive a good grounding in the investigative process and in the different areas of the subject. Where teachers have very

high expectations and manage and organise pupils very effectively, as seen in Years 1 and 2, most pupils reach high standards and achieve highly; for example, in Year 1 investigations into the growth of plants, pupils knew which aspects of the investigation to leave the same and which to change, so that their understanding of fair testing and plant growth was increased. Teachers revise previous work thoroughly and share learning intentions with pupils, who build securely on their existing knowledge and skills and understand how they are to improve their learning. This is usually extended further, as seen in the good teaching in Year 5, when at the end of an investigation into sound, the teacher and pupils reviewed the outcomes and linked these to work in subsequent lessons. Because resources and equipment are readily available and are well organised, lessons run smoothly and pupils have all they need at hand in order to complete their investigations. Teachers plan work which is well suited to pupils' different abilities so that most pupils, including those with special educational needs, make good progress. In Year 1, lower attaining pupils were helped to increase their understanding of plant growth because they were very well supported by the teaching assistant. Because the teacher asked probing questions, higher attaining pupils were challenged to increase their knowledge of the different parts of plants and their functions.

65. Teachers plan interesting work so that pupils are keen to extend their skills. In Year 5, pupils were asked to plan tests to compare how different materials muffle sounds in order to improve working conditions in a factory. Pupils go on visits to the seashore and school grounds in their work on small creatures and habitats. Pupils participated enthusiastically in a visiting science workshop which involved elements of theatre and magic. Because relationships are very good, pupils are confident to ask and answer questions and collaborate very well in investigative work. Teachers make good use of links with other subjects in order to make work relevant and to deepen understanding. In Year 5, pupils used their writing skills in order to justify their evidence for the existence of air. In Year 2, pupils measured quantities of water very carefully in work on plants. Computers are used to research and record work; for example, on sound and on the effects of heating and freezing on water. Teachers manage pupils well so that they are well behaved and handle materials and equipment sensibly. Pupils work hard and rigorously because lessons are conducted at a brisk pace. Teachers ensure that pupils record their investigations neatly and accurately and take a pride in their work.
66. Leadership and management are good. The co-ordinator works hard to support colleagues and to check teaching, learning and planning in order to raise standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well because the quality of teaching is very good.
- The curriculum is designed very well and lessons are planned very well.
- The computer suite is used very well; however, on occasions, it becomes uncomfortable for pupils, as the ventilation system is inadequate.
- The subject is led very well and managed effectively.
- Information and communication technology is used very well to assist learning in other subjects.

### **Commentary**

67. Pupils' achievement is very good. Standards by the end of Year 5 are above average as a result of very good teaching. The improvements in the teaching and curriculum, since the last inspection, have resulted in pupils now reaching well above standards by the end of Year 2; for example, in Year 2, pupils worked extremely hard to fulfil the teacher's very high expectations to add animations and backgrounds to a presentation which showed the growth of a bean as part

of a science activity. All pupils made very good progress, including pupils with special educational needs who were helped very ably by the teacher and teaching assistant.

68. The planning of lessons is very good and builds on national guidance very well. Strong features of the curriculum are the development of skills in the subject and the links to supporting learning in other subjects. In classes with different age groups, work suited to pupils' prior experiences and attainment is planned; for example, in a Year 4/5 class, most Year 4 pupils used computers to draw shapes after writing a program using specific commands, whereas Year 5 pupils programmed a toy car to move around the room using a laptop computer. Very good use was made of the teaching assistant to push on the learning of the older pupils.
69. The computer suite is timetabled fully so pupils can have plenty of practice of developing skills and understanding. It is also used for extra-curricular clubs. This heavy usage results in the room becoming uncomfortable when outdoor temperatures rise and a few pupils becoming restless because of the inadequate ventilation system.
70. The leadership has worked hard to improve provision for the subject. The school improvement plan provides a clear strategic view for the subject and includes detailed plans to develop practice further. Recently, the subject co-ordinator has observed lessons and monitored planning, discussing her findings at staff meetings. The management is effective; however, tracking of pupils' progress over time is at an early stage of development.

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

71. Throughout the school, the planning of work in information and communication technology lessons provides very good opportunities to use the subject to assist learning in other areas of the curriculum; for example, pupils in Year 2 accessed the Internet and found a program to involve them in a problem solving exercise relating to money. Lower attaining pupils, helped very well by a teaching assistant, matched money on the computer screen to the written equivalent. A timed challenge made them work very quickly, resulting in plenty of practice.

### **HUMANITIES**

*Work was sampled in geography and history, with only two lessons seen in history and none in geography. It is not therefore possible to make an overall judgement about provision in the subjects. Religious education is reported on in full.*

72. The previous inspection found that in **geography** there was a lack of challenge in the mixed year groups, formal assessment was underdeveloped and resources and visits needed to be improved to enhance the curriculum. From scrutiny of pupils' work, wall displays, discussion with pupils and staff, and checking of teachers' planning and resources, it is evident that these issues have been addressed; for example, good use is made of the local environment to develop pupils' mapping skills. Similarly, day and residential visits enhance the curriculum and develop pupils' ability to describe and contrast the physical and human features of different localities through first hand experience.
73. In **history**, very good use is made of artefacts, visits and visitors to encourage the development of historical skills. These enrich the curriculum greatly and make a significant impact on pupils' achievement; for example, in a good lesson seen in Year 1, the pupils had their awareness of the differences between the past and present greatly enhanced by having the opportunity to handle and discuss a wide range of household artefacts from the two eras. They found the experience very motivating, which resulted in them demonstrating awareness above that expected for their age. Similarly, in a good Year 4 lesson, pupils' understanding and factual knowledge of some of the main changes, events and people of World War Two were enhanced through studying artefacts, photographs, and reference books. The pupils achieved well because the good teaching gave plenty of opportunities for discussion and decisions on how they would record their findings. Discussions with pupils show that they have very positive



attitudes to learning the subject; however, in Years 3 to 5, more attention needs to be given to the standard of presentation. Pupils enjoy history lessons because the teachers place an emphasis on a practical approach to bringing the subject to life, and this has an impact on their achievement.

## Religious education

The provision in religious education is **good**.

### Main strengths and weaknesses

- Standards are above expectation because good teaching and learning enable pupils to achieve well.
- The curriculum is planned well.
- Visits and visitors enrich the curriculum and enhance pupils' understanding of different religions.
- Religious education makes a significant contribution to pupils' personal development.

### Commentary

74. Most pupils in Year 5 reach standards that are above the expectations of the locally agreed syllabus, showing they have achieved well. This indicates good improvement since the previous inspection because the school has made a determined effort to raise the profile of the subject through very good leadership and management. Approaches to teaching and learning are more stimulating and there are closer links with religious and cultural groups. The co-ordinator's good subject knowledge means that she can give effective advice and support to her colleagues.
75. The curriculum is planned well to deepen the pupils' knowledge and understanding of the Christian faith. This enables pupils to have a good understanding of the main events in the life of Jesus and of the main characters in the Bible. Strong emphasis is given to using the pupils' own experiences as the basis for discussion. This was seen in a good lesson in a Year 3/4, where the pupils compared their lifestyle to that of an African girl who lives in a village setting. Through the teacher's good explanations and questioning, the pupils developed a deeper understanding of how the Christian faith can influence their lives and help others; through Christian Aid for example. This makes a positive contribution to their spiritual development. Due emphasis is also placed on learning about the beliefs and traditions of other faiths and cultures. This is shown by the way that pupils in Year 5 talk in an informed way about the Islamic and Hindu religions.
76. The curriculum is enriched through visits to places of religious worship and through visitors to school. There are strong links with the local church and clergy which enable the pupils to have opportunities to visit and to take part in a variety of Christian services and celebrations. Links have been made with other faiths; for example, the pupils in Year 2 visited a synagogue, which was followed by a visit into class from a member of the synagogue who displayed artefacts that are symbolic in the Jewish celebration of Shabbat. This immediately captivated the pupils' attention and her very good explanations and questioning encouraged a high level of discussion. This very good lesson enabled the pupils to make very good progress in their understanding of symbolism in religion.
77. A very caring ethos pervades the whole life of the school. 'Stilling' develops pupils' spirituality effectively, as they are given time to reflect quietly upon, and visualize, something they have enjoyed. All assemblies and religious education lessons support greatly pupils' personal development, including their spiritual, moral, social and cultural awareness.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Only a few lessons were seen in most of these subjects; however, from evidence in the two lessons seen in art and design, and from scrutiny of lesson plans and work and discussions with teachers and pupils, it is possible to report below in full on this subject. It is not possible to make any secure judgements on overall standards, pupils' achievements or the quality of teaching and learning in design and technology, physical education and music.*

78. No lessons were seen in **design and technology** during the inspection; however, evidence from examination of pupils' work, displays, photographs, and planning, and discussions with teachers indicate that all aspects of the subject, including food technology, are taught. A particular strength is that, as pupils move through the school, teachers ensure that they develop a thorough understanding of the planning, designing, making and evaluating process. Teachers enable pupils to experience a wide range of materials and techniques and challenge them to take care in producing attractive artefacts and models. In Years 1 and 2, pupils learned about pivots, levers and sliders in their creation of well-finished puppets. Older pupils used skills from art and science when they produced labelled sketches of torches and made their own working models. In Year 4, pupils were encouraged to produce very imaginative and well-made chairs in a range of materials. In links with music and science, Year 5 pupils, carefully studied how musical instruments function and created well-designed models of their own.
79. In **music**, in the lessons seen in Years 3 and 4, the quality of teaching and learning was very good so that pupils achieved very well. This was because the teachers have very good subject knowledge and teach in a lively and interesting way. This enabled pupils in Year 4 to increase their skills in clapping and singing rhythmically and to begin to include the use of notation in their work. In Year 4, the teacher challenged pupils constantly to improve their singing and listening and to increase their understanding of the characteristics of singing games. Pupils have opportunities to join a choir and to perform in school and in the locality. The school makes provision for pupils to learn instruments, such as keyboard, guitar and recorder. Most pupils listen carefully to recorded music in assembly and sing tunefully and enthusiastically.
80. Only one **physical education** lesson was seen during the inspection; however, evidence from the examination of lesson plans and discussions with teachers indicates that the statutory requirements are met fully. In the one lesson seen, most pupils made good progress in their ball control and passing skills. This was because the teacher made very good use of her very comprehensive subject knowledge to observe pupils' skills closely. This enabled her to advise them on how to improve and, because she has high expectations, pupils behaved very well and were confident to reflect and comment on their own and others' performance.
81. The school ensures that most pupils learn to swim before they leave the school and many go on to reach high standards. Pupils have good opportunities to participate in outdoor adventure activities during their visit to a residential centre. Very good provision is made for enrichment activities, which include football, netball, dance, gymnastics, judo, and trampoline. The school has good sporting links within the local community. Professional football clubs and sports providers help to coach pupils.

## **Art and design**

Provision in art and design is good.

## **Main strengths and weaknesses**

- The quality of teaching and learning is good so that most pupils achieve well.
- The subject has a high profile in school and pupils experience a wide range of media and techniques.

## **Commentary**

82. Standards overall have improved since the last inspection, and are now above average by the end of Years 2 and 5. Work on display gives a good indication of how much physical and creative effort, care and concentration are used to produce the standards reached. Members of staff work hard to make the subject interesting. They organise an arts week to provide opportunities for pupils to widen their experience and build their enthusiasm. Pupils study the work of established artists, such as Lowry, Paul Klee and Monet, and produce lively pictures,

computer graphics and collages when they work in the styles of these artists. Their experiences are also enriched in their work on aboriginal art, in the production of pictures influenced by Indian and African art and music and their work on origami and calligraphy which was supported by a Japanese visitor. Work is enriched further by the school's provision of an after school art club.

83. Teachers have a good knowledge of the subject and ensure that pupils develop their skills and techniques in a wide range of media. Older pupils make good use of their sketchbooks in order to practise their skills and to plan their work; for example, in Year 5, pupils made initial sketches that led to well finished fabric work illustrating the '12 Labours of Heracles'. Work is presented in lively and interesting ways so that pupils are well motivated and enjoy their work. In Year 1, pupils explored shape and patterns in buildings and took rubbings during their visit to a synagogue. They developed this when they created well-finished tiles with imprints illustrating aspects of life in school.
84. Teachers manage pupils and resources very well so that lessons run smoothly and time is used well. They ensure that pupils use materials and equipment sensibly and behave well. In Year 5, pupils collaborated very well in the production of textile collages. This was because of the very good relationships and the way in which the teacher engaged them in an ongoing dialogue about their work. This enabled them to reflect on, and evaluate, their progress as they worked. Good links were made with history when pupils studied how the Greeks and Normans illustrated their myths and invasion accounts. Because the teacher in Year 1 was well organised and had planned her work and that of the support assistant very clearly, pupils made good progress and reached good standards in work on repeating patterns, marbling and clay.
85. The subject is led and managed well. The co-ordinator works hard to organise the subject and support colleagues. She has a good understanding of the way ahead in order to raise standards.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*Too few lessons were seen to make overall judgements of the provision.*

86. The school has a very positive ethos and provides a wide range of activities for pupils to increase their confidence and self esteem. On occasions when the whole class is gathered together, pupils learn to collaborate and to discuss such issues as how we are all different, but equal. Pupils help with the smooth running of the school, and the carefully organised school council helps pupils to increase their understanding of citizenship and of how to take responsibility. Education about sex and relationships and about the uses and misuses of drugs is provided well, through subjects such as science and personal and social education. The school is extending this provision as the oldest year group moves towards Year 6. An awareness of the need for healthy lifestyles is being developed successfully in a range of subjects such as science, personal, social and health education and physical education. The school gained the Healthy Schools Award and has been a pilot school for the National Fruit Scheme.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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