

INSPECTION REPORT

WELLINGTON PRIMARY SCHOOL

Eccleshill, Bradford

LEA area: Bradford

Unique reference number: 107230

Headteacher: Joy Wood

Lead inspector: Tom Canham

Dates of inspection: 15th - 18th March 2004

Inspection number: 258334

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	458
School address:	Dudley Hill Road Eccleshill Bradford West Yorkshire
Postcode:	BD2 3DE
Telephone number:	(01274) 774446
Fax number:	(01274) 774447
Appropriate authority:	The governing body
Name of chair of governors:	Tim Barnett
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

Wellington Primary School is a large primary school with 458 pupils on roll aged between three and 11. Children are admitted part time into a Nursery Class, which has 78 places, and join Reception in September or January. Overall there are more boys than girls.

The school is housed in a modern, single storey building with playgrounds and a large field, in the local area of Eccleshill on the north-eastern side of Bradford, which it serves. The school opened as a primary school in September 2000 on two sites, following a reorganisation of schools in the city. Additional building later enabled one site to be abandoned. The school population includes a range of ethnic minority groups, of whom Asians form the largest, but of those children who speak English as an additional language, none is at an early stage of doing so. About 10 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. The proportion of pupils with special educational needs is also comparable with the national average: most have moderate learning difficulties or are autistic. The proportion of those with statements of special educational needs (nine pupils) is above the national average. The attainment of pupils on entry to the school is average, as are the social and economic circumstances of pupils overall. Pupil mobility is comparable to other schools.

The headteacher has been in post since the school opened as a primary school. The school was awarded the Basic Skills Quality Mark for the second time in 2002 and a School Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7523	Tom Canham	Lead inspector	Science History Geography
19443	Nancy Walker	Lay inspector	
32326	John Boyle	Team inspector	English Art and design Music
32282	Lindi Holbrook	Team inspector	Foundation Physical education (PE) Religious education (RE)
22704	Garry Williams	Team Inspector	Mathematics Design and Technology Information and Communication technology (ICT) English as an additional language (EAL) Special educational needs (SEN)

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wellington Primary School is a very good school. Staff and governors work very hard and reflectively to achieve the best possible education for the pupils, creating a very happy school where all pupils learn very well, including those from different ethnic groups and those with SEN. The school represents **very good value for money**, since very good leadership, management and teaching help pupils to achieve well, attaining good standards, at modest cost.

The school's main strengths and weaknesses are:

- Very good leadership and management, especially teamwork.
- Very good teaching and learning.
- Foundation Stage is particularly good, with very good teaching, leadership, non-teaching staff and a good curriculum.
- A friendly, caring but hard-working atmosphere in a very attractive environment where all pupils are included.
- Very good provision for pupils with SEN, who achieve very well.
- Opportunities for after-school sport are limited and there are no opportunities for inter-school sport.

Less significant weaknesses are:

- Subject co-ordinators have few opportunities for observing lessons in foundation subjects.
- Good child protection procedures but few staff are fully trained.
- Very good practice seen in marking does not extend throughout the school.
- Assessment in foundation subjects is not fully developed yet.
- The ICT suite is too small to accommodate a full class comfortably.

This is the first time that this school has been inspected as a primary school. However, since it opened in September 2000, substantial improvements have been made in the quality of teaching and learning, in standards attained by pupils, in the quality of middle management, in the development of school policies and schemes of work and in the school buildings.

STANDARDS ACHIEVED

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

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

Achievement is good overall, due to lively teaching, good lesson planning and very good relationships between teachers and pupils.

Standards seen overall are above national expectations, with most children reaching the goals expected by the end of Reception and some exceeding them, and pupils in years 1 and 2, and those in year 3 to 6, attaining above average standards overall particularly in reading and writing, and making good use of both English and mathematics in other subjects. Achievement by all groups of pupils, including those with SEN and more-able pupils, across all years is at least good. Results in the national tests in 2003 were comparable with schools nationally and with similar schools.

Pupils are very polite, have very good relationships with other pupils and teachers, and are very interested in their work. **Their spiritual, moral, social and cultural development is very good overall.** Pupils throughout the

school display very good attitudes towards school and behave very well. Attendance levels are satisfactory and pupils are particularly punctual and very quick to settle in lessons.

QUALITY OF EDUCATION

The quality of the education provided by the school is very good. Teaching is very good across the school, being founded on very good subject knowledge, very good management of pupils, high expectations of effort and behaviour, and interesting topics and approaches.

The quality of teaching, coupled with very good support from well-briefed and trained learning support assistants and nursery nurses, and a broad and balanced curriculum results in very good learning: pupils work and try hard and make good gains in their understanding and skills.

Provision for pupils with SEN is very good, with very good planning, leadership and support from non-teaching staff. Provision in most subjects is good, and in Foundation Stage areas of learning is very good. Good care and guidance are provided, and there are good partnerships with parents and others.

LEADERSHIP AND MANAGEMENT

Leadership and management are both very good. The headteacher and the leadership team monitor and analyse the school's performance carefully, plan very effectively how to improve standards and work as a very strong team with other staff to achieve their aims.

The school is very well managed, with very good use made of financial resources and staff. Subject management is good overall.

The governing body is very effective; it is very well organised, independent-minded and very supportive, and looks ahead and takes initiatives. It meets all its statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They willingly support the school and their children. They think the teaching, leadership and management are good and that the teachers are approachable.

Pupils like being at this school, enjoy their lessons and get the help they need. They are very clear about the teachers' expectations of them, and are clear on what they need to do to improve their work.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- explore opportunities for competitive sport after school and outside school, across a range of sporting activities.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage is very good, and in both Years 1 and 2, and Years 3 to 6, it is good. Most children reach the national goals expected by the end of reception, and standards reached by the end of Year 2 and Year 6 in numeracy match national expectations, but in literacy are higher. ICT standards at the end of both year 2 and year 6, however, are as expected nationally.

Main strengths and weaknesses

- Achievement of pupils in Foundation Stage.
- Standards are rising faster than in schools nationally.
- Achievement of pupils with SEN is very good.

Commentary

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

Standards in:	School results	National results
English	27.2 (26.6)	26.8 (27.0)
mathematics	26.8 (25.9)	26.8 (26.7)
science	29.2 (28.3)	28.6 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

1. Attainment on entry to the school is broadly average, although speaking and listening are slightly below average in the case of some pupils on entry. Overall attainment in the 2003 national tests at the end of Year 2 and Year 6 is comparable with other schools, including those with similar results at the end of Year 2. The school fell a little short of its English target in 2003 (82/83) and its mathematics target (75/83). However, the proportion of pupils achieving higher levels increased and the improvement trend over time is faster than schools nationally.
2. The school tracks the performance of pupils from ethnic minorities, those who are speakers of English as an additional language and the separate performance of boys and girls, in order to assess relative achievement. No significance difference has been found in the case of ethnic minority pupils, but identified under achievement has led to teachers being alerted and amendments to provision. Examples are the establishment of a range of strategies to target boys' achievement and the appointment of a co-ordinator for more able pupils and the creation and implementation of a strategy for meeting their needs. This is good.
3. Most pupils in the Foundation Stage achieve the national early learning goals by the end of the Reception Year in all six areas, and some exceed them.
4. Standards seen in reading and writing by the age of seven exceed national expectations. Standards in listening and speaking, and in mathematics, are average. The school recognises the importance of these skills and provides many opportunities in the school day for all pupils, including those for whom English is not their first language, to use them.
5. By the age of 11, standards seen in English overall are again ahead of the national average. Standards in mathematics, science and ICT, however, are similar to those achieved nationally. Standards in foundation subjects also generally meet national expectations, although in design and technology they are above expectations.
6. Achievement is very good in the Nursery and Reception, and good for pupils in Years 1 and 2, and in Years 3 to 6. This is due to lively teaching, good lesson planning and very good relationships between teachers and pupils. More-able pupils also achieve well in most lessons, as do pupils with SEN and those who are speakers of English as an additional language.

Pupils' attitudes, values and other personal qualities

The school is very successful in helping pupils to achieve very high standards in their personal qualities, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils are very keen to learn and apply themselves very well in lessons.
- Very good relationships and very high standards of behaviour exist.
- Pupils mature well and are very capable in coping with responsibility.
- Pupils' experience of different places of worship is limited.

Commentary

7. Pupils throughout the school display very good attitudes towards school and their learning. Attendance levels are satisfactory and pupils are particularly punctual and very quick to settle in lessons. Pupils are very polite and they behave very well both in and out of school and the school has had no cause to exclude any pupil.
8. The school atmosphere and environment is a very positive one where pupils are clearly valued. It is not surprising then that pupils at Wellington Primary thoroughly enjoy coming to school. They arrive in a happy and positive frame of mind each morning and very quickly organise themselves and their belongings. They settle very promptly in lessons, including after break and lunchtime, and are clearly very keen and interested in what is being taught. They listen and participate very well and so they are able to take full advantage of the very high quality of education and other opportunities on offer to them and to achieve well. The youngest pupils are likely to exceed the early learning goal for personal, social and emotional development by the time they leave the Foundation Stage.
9. Staff present very good role models to pupils. They set very high expectations of personal conduct and they are very skilled in using praise rather than criticism to encourage good behaviour. They purposefully provide very many opportunities for pupils to work co-operatively and collaboratively together. As a result, very good relationships exist and pupils behave very well both in and out of school. There is a very high level of mutual respect and pupils not only extend courtesies to adults, but to each other as well. For instance, pupils often spontaneously say 'thank you' to a fellow pupil who stands back for them in the corridor.
10. Moral development is very well pursued by teachers who make good use of opportunities as they arise to make valuable learning points. Social development is similarly furthered energetically by teachers. There is a whole-school approach to recognising and valuing pupils for the part they play in school. For example, pupils' work is beautifully displayed, not only in classrooms, but throughout the school. There is a deliberate effort to entrust older pupils with specific and regular roles. The school council has a genuine influence on the development of the school and pupils are proud of their membership of it. Consequently pupils grow in confidence and willingly accept responsibility and cope admirably, for instance, as office clerks at lunchtime.
11. Spiritual development is very well encouraged through the special atmosphere created in assemblies, the very good relationships throughout the school and through carefully planned moments of magic in lessons that bring delight to pupils' faces. Cultural development is very well supported by school visits and visitors that leave a lasting impression on the pupils and are well exploited by the teachers. Racial harmony is very strong in the school, and when opportunities arise the culture of individual pupils is well used to extend pupils' learning.
12. Although the main world religions and cultures are taught in school, opportunities to reinforce pupils' understanding of different faiths through visits to a range of places of worship (very readily available locally), need to be better exploited.

Attendance in the latest complete reporting year (94.6%)

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	304	0	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	12	0	0
Asian or Asian British – Pakistani	16	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	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 quality of education provided is very good overall. Teaching is very good throughout the school, and assessment is good overall. Both are well supported by a broad and balanced curriculum and good accommodation and resources.

Teaching and learning

The quality of teaching is very good throughout school and pupils learn effectively. The quality of learning is also very good in all three key stages. This is a very caring school where children are cherished and parents and pupils are happy with the education provided.

Main strengths and weaknesses

- Teachers' very good subject knowledge, effective planning and interesting teaching ensures that activities are challenging and all pupils are well motivated to learn.
- Teachers have very high expectations with regard to pupil effort and behaviour, and manage pupils very well.
- Learning support assistants are knowledgeable, well briefed and deployed very effectively throughout school to support good pupil progress.
- Assessment systems are good and most pupils understand clearly how they can improve
- Existing good marking practice in English should be extended to all areas of the curriculum.

Commentary

13. Teachers have a very good command of their subjects and plan challenging and stimulating learning activities, which ensure that pupils' knowledge, skills and understanding are systematically developed over time. Planning is very effective with clear learning objectives shared with pupils at the start of lessons. This works well because pupils know precisely what to do and develop the ability to assess their own learning. Teachers effectively promote literacy and numeracy skills in other subjects. Reading and writing is taught well throughout the school and teachers use questions adroitly to check pupils' understanding of the text they read. Explanation, questioning and discussion are particularly good and ensure learning with well-motivated pupils.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4.5%)	20 (45.4%)	20 (45.4%)	2 (4.5%)	0 (0%)	0 (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.

14. The quality of teaching and learning for pupils with SEN is very good. Pupils who require additional support are identified as soon as possible when they begin school. Work is planned at the right level and is matched closely to individual pupils' targets. Targets are well constructed and provide good guidance to pupils and parents, teachers and the skilled learning support assistants. The co-ordinator for pupils with SEN works closely with all staff to ensure that pupils are given appropriate support and consequently pupils make very good progress. Teachers provide equally well for pupils with SEN, those from ethnic minorities, more able pupils and for boys and girls.
15. Very good relationships are a significant feature of all lessons. Pupils are valued and respected and they live up to the very high expectations which teachers have of them. They rise to the challenge because they know that their efforts are valued and will be rewarded through praise and encouragement. This is helping them to develop good industrious habits and a desire to learn. Standards of behaviour are very high, consequently no time is wasted dealing with inappropriate conduct and pupils can get on and learn. Homework is used well overall to support learning.
16. The quality of teaching is the result of strenuous efforts by the leadership team to raise standards through good support, monitoring and evaluation, and it is a key contributor to the high standards achieved.
17. Learning support assistants are used very effectively to support pupils and they make a significant contribution to pupils' learning. They are well briefed beforehand and they make a very good contribution when pupils undertake their main lesson activities, offering well-judged support and guidance. Learning mentors also make a good contribution to the standards achieved by those pupils who experience some difficulties in keeping up with school work.
18. The school has excellent systems for assessing pupils' attainment and progress in English, mathematics and science. Rigorous tracking of every pupil's progress through the school enables teachers to set challenging targets for improvement. Progress in respect of targets is reviewed mid-year and appropriate strategies are initiated for any pupils causing concern. Assessment in foundation subjects is less well developed. Marking is regularly and positively carried out in English and mathematics with clear direction to pupils as to how to improve their work; in foundation subjects, the quality is less consistently good.

The Curriculum

The school provides a good range of high quality experiences for all pupils and this enhances their learning.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is rich and varied, providing a wide range of well-planned, stimulating experiences.
- There is very good provision for children with special needs or whose mother tongue is not English.
- Accommodation and resources are good and support the curriculum well.
- Visits and visitors enrich the curriculum well.

- Opportunities for after-school sport are limited and there are no opportunities for inter-school sport.
- ICT suite is not big enough for whole classes to use it comfortably.

Commentary

19. The curriculum for children in the Foundation Stage is good and meets their particular needs well. There is a very good balance of activities arranged by the teachers and those chosen by the children and this ensures that children learn at a good rate and achieve very well in all areas of learning.
20. In both Key Stages 1 and 2 the school works hard to provide a broad, rich curriculum and uses many positive methods to ensure that each pupil is included in all that the school has to offer. This contributes well towards the achievement of high standards. The programme of personal, health, social and citizenship education, linked to regular circle time, is good and helps pupils to understand themselves and how to have successful relationships with others. Speakers from the community such as grandparents or footballers visit the school to provide first hand insights for the pupils. There is very good use of the local education authority Life Education Mobile Learning Centre to provide high-quality information about drug misuse for all pupils. Sex education is provided through science lessons, and support on sex and relationships education has been provided by Bradford's mens' health team. The school is prepared to modify the planned curriculum to meet needs arising, and links between subjects are good. Parents are pleased with the quality of the curriculum provided.
21. Curriculum provision for pupils with SEN is very good. Learning support assistants make a valuable contribution and are used very effectively. There is a high level of expertise, especially in terms of support for those children on the autistic spectrum. Pupils with English as an additional language are very well supported in the Foundation Stage and, as a result, they are able to speak English well and to access the full curriculum when they move to Key Stage 1. Pupils who have difficulties in carrying out homework have the opportunity to attend a homework club after school. In these ways, the school ensures equality of access to the curriculum and equal opportunity.
22. The school provides many good opportunities for enrichment through a well-planned programme of visits. These promote good understanding of the locality, for example through the Year 2 visit to Saltsmill, which brings to life for pupils the work of the artist David Hockney (a former pupil) or visits to the Museum of Film and Photography to see popular films such as *'Harry Potter'*. There are two very popular residential visits that provide exciting opportunities for adventurous activities such as orienteering and climbing, team building work and environmental exploration and study, and add to pupils' interest in their learning. The understanding of local culture, however, would be better supported by a wider range of visits to places of worship.
23. Extra-curricular sporting opportunities are limited. There is a netball club and some tuition in football is provided annually by Bradford City FC but there is an urgent need to establish provision for competitive sport beyond the school and to develop a better range of sporting opportunities; this is a key issue for the school.
24. Very good links between teachers and key stage teams, combined with flexible organisation to meet pupils' needs, ensures that pupils transfer easily from nursery to reception, and beyond. Good links are maintained with the local secondary school in a number of ways and these coupled with good and progressive homework provision, prepare pupils well for the next stage of their education.
25. The very good teamwork in the school also enables staff to discuss and improve the school's curriculum, which has benefited from some senior staff visiting Australia to examine teaching and learning styles.
26. The school buildings and grounds are spacious and the school uses them well to support learning. Plans are in hand to improve security and facilities on the school field, where the perimeter is insecure and hazards to health and safety may arise from public use outside school hours. The broad central area to each unit is used very effectively for a range of activities, including display work, working with children with SEN and providing opportunities for construction play. The school has the benefit of a music room and a science room, but the dedicated suite that supports the development of skills in ICT is not big enough for whole classes to use it comfortably.

27. Overall the school is well resourced, with appropriate books, equipment and materials. There are sufficient staff to permit a good amount of non-teaching time for teachers to prepare materials and discuss professional matters, and both teachers and non-teaching staff are well qualified and trained.
28. The school's very good leadership has been energetic in looking for a broad curriculum, supported by good buildings, human and other resources, and this has paid off in pupil interest and quality of learning.

Care, guidance and support

The school provides a good standard of care for pupils, with good attention to health and safety, and guides and supports them well, both academically and personally.

Main strengths and weaknesses

- Very clean and attractive environment with well-established routines.
- Good health and safety procedures.
- Good child protection procedures, although not all staff have a secure and professional knowledge of the signs of child abuse.
- Pupils very well supervised; rigorous risk assessments prior to trips out.
- Very trusting relationships enable pupils to ask for help when needed.
- Not all marking of pupils' work informs pupils of what they need to do to improve.

Commentary

29. The whole school is kept very clean and well maintained. Regular site inspections ensure any shortfalls are quickly identified and remedied and so pupils work in a safe and healthy environment. Routines are sensible and very well established, resulting in a very orderly and calm environment where pupils feel welcome and can get on with their work without distraction. Child protection arrangements are good; all staff are familiar with the recording and reporting procedures but in the absence of any formal training, many members of staff are solely reliant upon common sense in being able to identify possible signs of child abuse.
30. Pupils are deliberately entrusted with a range of responsibilities, particularly older pupils, and so they learn to be self-disciplined and mature. Nevertheless, staff are vigilant in keeping a watchful eye on children in their charge and the school has strict procedures for ensuring the safety of pupils on visits out of school. Thorough risk assessments are always carried out and control measures applied and communicated in advance of any trip off the school site. Pupils are well involved in the development of the school through the school council, which gives pupils the chance to influence improvements to the daily routine, school premises and so on, and are proud of this role.
31. Relationships amongst pupils and with their teachers are very good indeed; there is a high level of mutual respect and fondness and teachers are sensitive and patient towards pupils. As a result, pupils work well together in pairs and small groups, and they have the confidence to ask for help when they need it, secure in the knowledge that it will be given willingly and with kindness both from teachers and fellow pupils. This helps them to achieve high standards in their work. Nevertheless, although pupils' work, including homework, is marked regularly, written comments from teachers sometimes do not explain to pupils what they need to do to improve their work in the subject concerned.
32. Pupils make it clear in many ways that they much enjoy coming to school; this applies to all groups of pupils including those with SEN. Very careful arrangements are made for the induction of new pupils, and careful note is taken of pupils' views both via the school council and incidentally.

Partnership with parents, other schools and the community

The school and parents work well together in helping pupils to learn and to develop their personal qualities.

Main strengths and weaknesses

- Parents are well informed of what is being taught and how they can help at home.
- Written information about pupils' progress needs to give more, and clearer, guidance.

- Parents support their children and the school well and hold the school in very high regard.
- Good links with a local secondary school are particularly beneficial in supporting emotionally vulnerable pupils.

Commentary

33. A range of methods is successfully used to keep parents well informed of the general life and events of the school, as well as what is being taught in lessons. Home/school reading records include useful information for parents about how they can help their child to improve their reading. A series of very popular information sessions have also been provided for parents to help them to improve their skills in supporting children's learning. However, end-of-year reports give only brief information about what each pupil has learned and understood in English and mathematics, and limited information on other subjects.
34. Links with parents of pupils who have SEN are particularly good. These parents are kept very well informed and are consulted regularly.
35. Parents hold the school in very high regard and willingly support the school and their children. They do this well, not only with academic learning, particularly regular reading, but in other areas such as punctuality, uniform and behaviour and so standards in these areas are very good indeed. Parents also support the school well in fund-raising. The school consults parents well about possible developments.
36. The school has established good links with other schools, especially a local secondary school, and these are set to improve even further with a number of imminent initiatives. Although in its infancy, one particular facility resulting from the partnership has been to pair up emotionally vulnerable pupils from Year 6 prior to transition with older pupils from the secondary school. Other initiatives are currently being explored to benefit a greater number of pupils, particularly with the aim of improving sporting opportunities.

LEADERSHIP AND MANAGEMENT

Both leadership and management are very good.

Main strengths and weaknesses

- Excellent team work is raising standards.
- Very clear vision from headteacher and senior staff on what needs to be done to improve the school, and innovative approaches to doing it.
- Very good self-evaluation and use of performance data.
- Governing body is very well organised, proactive, independent minded and very supportive.
- Foundation subject co-ordinators need opportunities to observe colleagues' teaching as soon as possible.

Commentary

37. Since the opening of Wellington Primary School less than four years ago, the headteacher has formed, and most successfully developed, a very strong team of teachers and other staff, to the extent that there is visible whole-school consistency in the implementation of policies, in mutual support and in the tangible ethos of high standards of work, behaviour and respect for all individuals that pervades the school. Her early recognition of a need to raise standards of teaching and learning at the same time as staff confidence and self-esteem has been both justified and evidently achieved. Nevertheless this is clearly a learning organisation where improvement will continue through innovative approaches and an openness to the views and perceptions of others.
38. The headteacher and the senior management team make very good use of performance data from national tests and teacher assessments, along with scrutiny of teachers' planning and pupils' work, and lesson observations, to create and update a picture of the school's current strengths and weaknesses and develop action plans and targets in response. Mid-year reviews by the headteacher with individual classteachers, of individual pupils' targets and work plans in literacy and numeracy, are especially powerful in raising the performance of all pupils. The school's leadership is concerned to promote inclusion throughout the school, and the recent appointment of a co-ordinator for more-able pupils is an example of this wish in practice. The leadership team works hard to achieve equal opportunities for all pupils, and

racial harmony is very strong. The school's aims are very well supported by the school improvement plan, which is clear and thorough but realistic about what can be achieved.

39. Curriculum co-ordinators contribute very well overall to the development of the curriculum. They are enthusiastic and most have good action plans for raising standards in their subjects. They all carry out some monitoring of pupils' achievements in their subjects and of teachers' planning, but foundation subject co-ordinators need opportunities to observe their colleagues teaching or to teach alongside them, as soon as funds permit.
40. Performance management is being appropriately employed both in the case of the headteacher and other teachers, whose objectives relate to the school improvement plan. A full programme of professional development for both teachers and non-teaching staff, highly relevant to the school's needs, was completed last year and is planned for this year. Induction of teachers is well supported by mentoring arrangements by senior staff, but could be improved by the compilation of a staff handbook from existing policy and guidance documents. Nevertheless, the school works hard and very successfully to attract and retain staff. It has a very good reputation for its work with trainee teachers.
41. The governing body is very supportive of the school, but takes an independent view of issues both major and minor. Governors have regular opportunities to visit and get to know the school, and to be available to parents at parent consultation evenings. They are very well organised with appropriate committees that debate issues and proposals. They have coped well with difficult decisions on staffing, buildings and funding, and are well able to act as management's "critical friend". They have a clear and accurate view of the school's strengths and weaknesses, and expect full and detailed information. Individual governors have specific roles related to health and safety, SEN, literacy, numeracy, and individual year groups.
42. The Governing Body, through the receipt of regular reports and its own observations, ensures that the school meets its statutory duties, together with the promotion of inclusive policies in relation to SEN, race equality, disability and sex.
43. Resource management is very good. The school has adopted innovative approaches to teacher deployment, with specialist teachers for science and music helping to provide good release time for other teachers to prepare lessons and curricular material and to meet to discuss professional matters. Learning mentors have been appointed to support pupils identified as having some external difficulties affecting their learning. Non-teaching staff are very well briefed and deployed, and many have considerable expertise in areas such as special educational needs through training they have attended whilst on the staff; their contribution to the school's effectiveness is very substantial. Financial expenditure is very well planned to meet school priorities without waste and is controlled very effectively, office staff are efficient and welcoming, and the school is very clean and tidy.
44. Best value principles are very well employed. For example, money has been saved by reviewing leasing of equipment. Performance data for similar schools are carefully analysed, and parents and pupils are consulted on some decisions. Competitive tendering, and comparison of prices and specifications, are a regular feature of the purchase of goods and services.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,096,253
Total expenditure	1,073,159
Expenditure per pupil	2,319

Balances (£)	
Balance from previous year	18,087
Balance carried forward to the next	41,181

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The Foundation Stage is a strength of the school. Provision is very good and children achieve well.

Children enter school with standards that are as expected for their age in all areas of learning except their speaking skills, which are slightly below average. The Nursery and Reception children learn together in a Foundation Stage area. Children settle very well because of the very good teamwork between adults who consistently provide a safe, secure and stimulating environment, and because of the very good relationships between all adults and children.

The leadership and management of the Foundation Stage are very good and the co-ordinator has forged a strong team. Teachers' planning provides a good range of activities for all children, including those with English as an additional language and those with SEN; as a result, all children achieve well. Teaching and learning are very good because all staff have a very good understanding of the way that young children learn and because there is a wide range of exciting activities to help them learn. Independence is fostered through opportunities for self-selection of activity and this stimulates children's curiosity and encourages them to discover things for themselves. Teacher-directed activities are gradually and sensitively increased so that by the end of the Foundation Stage children are well prepared for their move to Year 1. Teachers and support staff assess and record the children's progress systematically and use the information well when planning further activities. Relationships with parents are very good. Parents are welcomed into the classrooms and appreciate the information provided.

The quality of Foundation provision has developed well since the opening of the school, in terms of teaching standards, the quality of the curriculum and in resources and accommodation.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
- Well-established routines.
- Adults act as strong role models – very good relationships between staff.
- Very good relationships between staff and pupils.
- High expectations of behaviour.
- Good induction procedures.

Commentary

45. Children enter the Foundation Stage with personal and social skills that are as normally expected. They achieve very well and by the time they leave the Foundation Stage, they are likely to exceed the early learning goals. This very good progress is brought about by the good induction procedures and clearly-established routines, which see children settle quickly and happily into life at school.
46. Teaching is very good and the secure yet stimulating environment provided helps children develop positive relationships with one another and with adults, and creates a positive environment for learning. The wide range of activities provided ensures that children have the opportunity to take turns, share materials and contribute to group activities. They do these things well. They move around school and settle to activities very well, supported by the very good use of praise and reinforcement of rules. Children sit quietly and pay

attention, contributing enthusiastically but politely. They suggest ways they can be kind to one another and discuss friendships as part of an RE lesson that reinforces their 'thought for the week'.

47. All pupils achieve very well, including those with SEN, those from an ethnic minority background and more-able pupils.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well.
- Very good provision for speaking and listening and children achieve well.
- A wide range of opportunities develop early writing skills well.
- High quality support and interactions from nursery nurses and teaching assistants.
- Good opportunities to acquire knowledge of letter shapes and sounds.
- High standards of teacher subject expertise.

Commentary

48. On entry to the Foundation Stage some children have underdeveloped speaking skills. Teaching is very good and the high quality interactions and skilful, open-ended questioning by all adults ensures that the majority quickly extend their vocabulary and start to answer confidently and in sentences. Most will reach the standards expected by the end of Reception. They listen well to 'Mr. Gumpy's Outing' and can retell the story showing good understanding of the sequence and main points. The good modelling of voices and actions by the teacher retains the full attention of the children and results in very good behaviour so that they can confidently talk about the attributes of the main characters and are keen to join in interactive activities. Good opportunities are planned for children to identify initial and final sounds. This is well supported by selecting name cards at the start of the day with the help of parents and nursery nurses. The efforts of all concerned to make learning fun means that even very young children enjoy learning about sounds and can identify many initial sounds in Nursery. There is a good range of reading books and other reading resources such as Letterland' characters and parents are encouraged to hear children read regularly through the use of the home reading record, which records comments from the teacher. Teachers have provided many examples of books made up from the writing produced by the children or using labelled photographs of class activities. These are very well used and read aloud with enthusiasm.
49. The very good use of several role-play areas provides a wide range of opportunities for early writing. Children are enthusiastic about recording messages about emergencies in the Hospital Corner to make sure 'the doctor knows about it!' Computers are used well to consolidate knowledge of letter shapes and there are good links to other curriculum areas as in the use of the 'Mr Gumpy' story as a starting point for work on floating and sinking or the provision of sand for making letter shapes in the wet area during creative activities.
50. All pupils achieve well, including those with SEN, those from an ethnic minority background and more-able pupils.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good** and children achieve **very well**.

Main strengths and weaknesses

- The staff have high expectations and provide a high level of challenge.
- Good variety of mathematical activities.
- Learning is made fun.
- There is a good range of easily accessible resources.

Commentary

51. Teaching is very good. Teachers work very well as a team with very experienced learning support assistants and nursery nurses. They carefully plan a range of interesting experiences that will stimulate pupils' interest in mathematics. As a result, all are likely to reach the standards expected by the end of Reception, and some will exceed them. Practical activities promote children's learning very well and they join in with enthusiasm, singing number rhymes and counting on number lines as starter activities. Younger children can compare circles and squares, discussing their properties and improving their use of mathematical language as they respond to skilful questioning. The teacher's actions, as she demonstrates that a 'corner is pointy' and pretends to hurt her finger, have children laughing and engrossed. There is a good level of challenge in mathematical activities, when the teacher asks children to compare diamonds and squares, encouraging them to rotate shapes and to discuss properties of shapes, so that learning is rapid and mathematical language such as sides, corners and edges develops very quickly. When sorting objects linked to a topic on transport, children can offer good reasons why shapes should be placed in a particular set and can reason with one another.
52. All pupils achieve well, including those with SEN, those from an ethnic minority background and more-able pupils.
53. The teachers know the capabilities of individual children very well and they focus their questions carefully in order to support the less able and challenge the more able. A wide variety of mathematical activities are available for children to self select. Children enjoy placing soft toys in positional order according to their labels and count first, second, etc. Books about mathematics are well displayed around the classes and displays are used well to promote learning, often being referred to during teaching sessions.
54. Numerical software on class computers is popular and encourages children to count and to identify numerals, checking their own answers. They display a high level of accuracy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well.
- Many planned opportunities for children to learn through first-hand experiences.
- Good use of computers.
- Good opportunities to develop observational skills.
- Very good relationships encourage children to discuss and explore confidently.

Commentary

55. Children achieve well because of the careful planning of first hand experiences and the high quality of teaching; teaching is very good, based on strong relationships, very good knowledge of pupils and the learning area, and interesting approaches. Most pupils will reach the standards expected by the end of Reception. For example, they find out about buildings when teachers plan use of the outdoor playground to mix 'cement' from sand and water and use construction toys to cement together their own wall. They discuss the growth of plants by planting sprouting potatoes and debate what is needed for growth. Their understanding of changing materials is enhanced by using ice and watching it melt when working in the wet area. In outdoor play their use of tricycles and other vehicles on the roadway encourages knowledge about road safety. They talk about their choice of very large construction apparatus to build a plane – 'It has to be big so you can fit in it, silly!' The use of role-play corners is varied and exciting and knowledge

about fairy stories is helped by the provision of a special 'fairy story' reading area with books and activities for free play providing good links with language and literacy.

56. Early understanding of fair testing and prediction begin to develop when children sort objects into sets and test them to see if they float or sink and then sort them into sets. Experiences are carefully planned by the team and this ensures that every opportunity is taken to extend experience, knowledge and understanding. Children use computers on a regular basis with confidence and can already draw, colour, use the mouse and many enter their name.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
- Independence in dressing and undressing already well established.
- Very good reinforcement of safety rules.
- Good provision for outdoor play.
- Ability to listen and respond when moving to music.
- Very good support for pupils with SEN.
- Children achieve well and many are likely to exceed the early learning goals by the end of the Foundation Stage.

Commentary

57. Children independently collect their PE clothes and change with the minimum of help after only a short time in school. Children are aware of the need to move to the hall quietly and find themselves a space and do so very sensibly. They listen well and retain instructions, showing very good awareness of safety issues. They use space effectively when moving around to the beat of the tambourine and vary pace and movements. They watch one another and use their observations to improve their performance. They demonstrate a range of movements and wait sensibly for one another to finish on apparatus before taking their turn. They are able to link a sequence of movements to music very well.
58. Teaching is very effective. Lessons are very well planned to meet all children's needs, for example, more-able children have their learning extended by the addition of extra tasks, in one case the need to move at different levels. The very good relationship with children ensures strong trust between them, and a willingness to listen closely to the teacher and follow instructions exactly as asked.
59. All pupils achieve well, including those with SEN, those from an ethnic minority background and more-able pupils.
60. The outdoor provision is very good. There are grassed, soft surface and hard playing areas. Outdoor activities are very well planned and there are many opportunities for children to use the wide range of apparatus available. These include large construction toys, wheeled vehicles and water play. There are portable climbing frames available for play on the soft surface.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
- Wide range of resources and materials available for self-selection.
- Good opportunities for colour mixing develop skills with paint.
- Good range of imaginative settings stimulate high quality role play.
- High quality displays celebrate work.

Commentary

61. Teaching in creative development is very good. Teachers' planning sees a wide range of resources routinely provided, and as a result children make choices and experience different techniques and textures. Consequently, they make rapid strides in learning and most are likely to achieve the early learning goals by the end of the Foundation Stage; some will exceed them.
62. They use 'gloop' to make patterns, they paint pictures and experiment with colours they have mixed for themselves and use playdough to fashion cakes for a birthday party. The paint mixing activity helps to develop their understanding of how colours mix to create other colours and encourages them to use paintbrushes for mark making.
63. During a singing session in Nursery, children laugh with delight at joining in with a 'silly' rhyme and sing with gusto, learning to enjoy singing together and develop early music making skills.
64. The 'hospital' set up for role play encourages children to enter into early drama. Whether in role as the doctor ordering that the baby doll must have her injection or as the mother undressing and comforting the doll, they develop language skills and also knowledge of the world through their creative play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have very good behaviour and attitudes to learning and achieve well because of very effective teaching.
- High quality marking enhances learning well.
- Leadership and management of the subject are very good.
- Assessment is used very effectively to check progress and achievement and to plan future work.
- Pupils are encouraged to set their own individual targets and to assess progress towards them.

Commentary

65. Standards in English at age seven and 11 are above average. Results in the 2003 national tests at the ages of seven and 11 show that standards pupils attain are comparable with those in similar schools and schools nationally, including the achievement of higher levels by more-able seven and 11 year olds and standards achieved by pupils from ethnic minorities, but very good teaching and use of the National Literacy Strategy are raising standards.
66. At age seven, standards in speaking and listening are satisfactory, while those in writing and reading are above average. Pupils speak confidently in class and group situations, and their developing listening skills ensure that they learn new work quickly and well. They talk confidently about their favourite stories saying, 'You want to know what happens next.' Pupils read fluently and with good expression and they have a good understanding of how to work out unfamiliar words. Pupils write well using interesting vocabulary. In a good year 2 lesson pupils were referred to the 'word of the week' board and they were encouraged to suggest similar words. This they did thoughtfully with some imaginative ideas. For 'shiny' they suggested glowing, shimmering, glimmering and glittering. Their use of grammar and spelling is often correct, and punctuation is fairly accurate; some are showing sensitivity to their audience in their writing.
67. At age 11, standards in speaking and listening, are average, but writing and reading skills are above average. The guided reading sessions for Key Stage 2 groups, separate from the literacy hour, are used effectively to improve the standard of reading. Pupils enjoy reading and talk confidently about their likes and dislikes. For example a Year 6 pupil said, 'I like J K Rowling's books because of the mystery and magic, and she makes it so exciting.' They confidently talk about character, 'Kind-hearted Tom teaching Will to read,' in *Goodnight Mr. Tom*. Most older Key Stage 2 pupils have skills of skimming, scanning, using indexes and catalogue systems. Pupils across Key Stage 2 have the opportunity to present a class assembly for parents and families. Choral, speaking, drama and readings are all used effectively to promote speaking and listening skills.
68. In writing, pupils' active vocabulary is very effectively developed by the use of special writer's notebooks and wordbooks. Pupils experience a wide variety of writing genres and throughout they are taught to use good accurate descriptions and complex sentences. Year 6 pupils successfully use personification, metaphors and similes in their poetry, for example 'Kettle sits on the spotted table, angry at the toaster, Kettle's massive beak begins to steam.' Focusing on work on the witches' spell from *Macbeth* they enjoyed using rhyming couplets to write, 'Double, double, headmaster in trouble, in goes his head and let it bubble.' 'Skin of wolf, sting of bee, legs of jellyfish from the sea.' In a very good Year 3 lesson on legends, the pupils expressed their delight when lights were switched off to use the overhead projector saying that it made the setting more atmospheric. This gave rise to interesting written work using similes. 'Eyes like rings of fire, a coat as black as midnight.' Opportunities for developing social skills are not missed, for example pupils are encouraged to be glad when others do well.
69. All pupils achieve well, including those with SEN and more able pupils, due to good planning and very good support from learning support assistants
70. Teaching is very good throughout school. Because of this pupils enjoy learning and their behaviour and attitudes are very good. Teachers have very good subject knowledge including a thorough grasp of the

National Literacy Strategy. They plan systematically so that skills can be practised and developed throughout the key stages. Teachers' imaginative methods are instrumental in building enthusiasm for the subject. There is a good brisk pace in lessons, which ensures pupil interest. Teachers' very good questioning skills promote eagerness to answer and pupils are challenged to do their best. ICT is well used.

71. Particularly good is the quality of teachers' marking. Comments that teachers write in pupils' books highlight what pupils do well and not so well. Consequently, pupils throughout the school know what to do to improve their work and they respond well to suggestions from the teacher. This was a feature of a good Year 3 lesson where a pupil was asked, "Now what was your target?" Pupils are encouraged to develop their own individual targets and to assess progress towards them. In this way children are encouraged to become independent and responsible for their own learning. Regular homework is set for spellings and reading, and written work is linked to teaching objectives in the weekly lesson planning.
72. The two knowledgeable co-ordinators are effectively leading initiatives such as 'thinkers' hats' and strategies for spelling to raise standards. They gain a useful insight of areas on which to focus through analysing the school data, monitoring colleagues' planning and scrutiny of pupils' work. Sharing examples of good practice has strengthened expertise amongst the rest of the staff. Standards of teaching and learning are monitored and evaluated well by the very skilled advanced skills teacher who helps co-ordinate the subject, consequently there is a clear vision of how to develop the subject, particularly raising the profile of speaking and listening throughout school.

Language and literacy across the curriculum

73. Teachers provide very good role models in their own use of language with pupils. There are good opportunities to practise and use language and literacy in other subjects. Literacy is used to support work in RE, for example in a Year 1 lesson where children write about a church visit. They then write lists of the qualities that make places special and how they should behave in special places. Pupils frequently use their writing skills to retell historical events as in their work on World War two and the Vikings. Pupils use poetry in music to develop contrasts in sound. Subject-specific vocabulary in science and music is promoted in lessons, for example in a Year 4 lesson children knew that 'ostinato' related to times when the tune is repeated or is similar.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics and some pupils attain above average standards in Year 6.
- Teaching is very good. It is lively, creative and well focused in order to achieve identified objectives.
- Probing questioning is used well to promote understanding in all lessons.
- Mathematics is used well across the curriculum.

Commentary

74. Results in the 2003 national tests at the ages of seven and 11 show that standards pupils attain are comparable with those in similar schools and schools nationally, including the achievement of higher levels by more-able seven and 11 year olds and standards achieved by pupils from ethnic minorities, but very good teaching and use of the National Numeracy Strategy are raising standards.
75. Standards seen during the inspection, although mainly matching (and sometimes exceeding) national averages at Year 2 and Year 6 as confirmed by the most recent national tests, are rising. Year 2 pupils, for example, understand that 2×5 is the same as 5×2 , and can find more than one pair of numbers that multiplied together make 24. Year 6 pupils can identify and measure accurately obtuse and reflex angles. These levels of attainment are due to very effective, lively and stimulating teaching conducted at a brisk pace. Within lessons explanations are clear and appropriate; demonstrations promote understanding, questioning probes pupils' knowledge and practical, investigative opportunities are purposeful and challenge pupils' thinking. Pupils enjoy their lessons and are very enthusiastic about their learning.

Teachers use a wide variety of strategies and resources in their teaching, including ICT, which for example was observed being used effectively in the Year 6 lesson already described, to reinforce measuring angles using a protractor. In all lessons, pupils' work is matched to their ability and all pupils, including those with SEN, more able pupils and pupils with English as an additional language achieve well.

76. The support provided by learning support assistants is very good. They work closely with teachers to support individual pupils and groups of pupils. Their impact on pupil learning is very positive. They question very effectively to evaluate pupils' knowledge and understanding. Throughout the school, their work impacts positively on helping pupils achieve. Their friendly and sensitive approach promotes confidence and self-esteem in pupils.
77. The curriculum used is appropriate and covers statutory requirements. The numeracy strategy is well developed and supports pupils' learning in other areas of the curriculum. For example, in Year 4, pupils' knowledge of graph work in mathematics assisted in setting and labelling up block graphs in an ICT lesson. There are good systems of assessment, which track pupils' progress on a regular basis and measure the learning that has taken place. Data from national and other tests are analysed for areas of weakness. These are then used to inform future planning and teaching. Teachers promote very positive attitudes in their pupils, confirmed by the attention paid by pupils in their presentation of work, which is at least satisfactory but mostly good. There is evidence of diagnostic and graded marking of good quality, although it is not consistent in all classes.
78. The co-ordinators lead and manage this subject well. They work well together ensuring that the taught curriculum is continuous and progressive. They monitor planning, teaching and learning, scrutinise books to evaluate standards and are now considering strategies to develop this further by using pupils' discussions, which will help them improve their analysis of standards. This is a positive move.

Mathematics across the curriculum

79. Teachers engage pupils well in mathematics in other areas of the curriculum, such as science and design and technology; for example, Year 2 pupils measure the area of their hands to identify differences between them, using squared paper, and display the individual results in ascending order.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- High quality of teaching and learning.
- Pupils' very positive attitudes.
- Strong emphasis on enquiry skills.
- Insufficient use of ICT to support science.

Commentary

80. Standards in the teacher assessments at the end of Year 2 in 2003 were in line with the national average, and this was also the case for standards achieved in the national tests at the end of year 6. Results in the national tests over recent years indicate a faster rate of improvement in science by the end of Year 6 than schools nationally.
81. By the age of seven, pupils are generally attaining standards reached by children nationally, and sometimes higher. They are learning good skills of observation, can suggest simple hypotheses for things they have observed, and can carry out simple investigations to check their hypotheses. They communicate their findings clearly and with impact.
82. By the age of 11, pupils have developed their skills and knowledge further, attaining standards that are comparable with those of children across the country. They have good skills in establishing hypotheses for observed events, due to good emphasis on this in teaching, and most have fully grasped the notion of a

fair test. For example, in a lesson on insulation, pupils appreciated that different insulating materials could be the only variable in their experiment. Their scientific knowledge is appropriately broad, including for example what factors make plants grow, different kinds of forces and resistance, as exhibited in a supermarket trolley (weight of goods, the person pushing, friction in wheels and theoretical air resistance), and the properties of a range of materials. They can present their findings in handwritten tables and block graphs, but little evidence was seen of pupils achieving this with computers.

83. Teaching quality is very good. Teachers use their very good grasp of science to good effect, which coupled with very deft management of pupils and a good range of teaching methods provides a powerful combination to extend pupils' learning.
84. Speaking and listening are practised well in science lessons, and lessons make good use of numeracy. However the use of writing tends to be brief and does not extend to describing the thinking that led up to a choice of equipment and materials for an experiment, for example. ICT, as indicated above, also needs to be more widely used.
85. Achievement is good for all pupils, both in Years 1 and 2 and in Years 3 to 6. Pupils who speak English as an additional language, those with SEN and more able pupils all achieve well in science.
86. The subject co-ordinator is enthusiastic and hardworking, and is well aware of current standards. There is a good action plan for science development, but the co-ordinator does not have opportunities for observing her colleagues' lessons, which limits her knowledge of strengths and weaknesses in science and therefore her ability to help her colleagues raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils' competence in ICT is average at Year 2 and Year 6 but with some good features.
- Teaching is good overall.
- Pupils from all groups, including those with SEN and English as an additional language, make good progress.
- Skills are being taught well but progress and assessment are limited by having two to a computer in the small computer suite.
- Opportunities are provided to support other areas across the curriculum as far as possible, with time allocated for all classes in the computer suite.

Commentary

87. Pupils achieve well throughout the school and standards match schools nationally at both Year 2 and Year 6. The effectiveness of the teaching staff and support staff is developing skills well. However, the teaching and learning are limited by the small space and variable resources available. Pupils, particularly older ones, work in a cramped environment, which can be hot and stuffy. The need of having to place two pupils with each computer limits access of each individual and makes it difficult for the teacher to support a class of 30 and carry out accurate assessments. Nevertheless, effective teaching is having a significant impact on the learning of all pupils, including those with SEN and English as an additional language.
88. Pupils across the areas of school display confidence in their use of computers. They are keen to try out new software and improve their knowledge of that previously experienced. Examples were observed in Year 4, where pupils produced graphs and charts from given data, and in Year 6 where they used a spreadsheet to order a list of items alphabetically and calculate the last given number of each item to find the total cost. As pupils move through the school, their development of skills is systematic and carefully planned. Within the suite, pupils working in pairs discuss and resolve problems and use appropriate subject vocabulary; good use is made of the internet and CD-ROMs.

89. The leadership and management of the subject are very good. The co-ordinator has worked hard to improve computer access for pupils. This has played an important role in helping to improve computer skills and support other areas of the curriculum. The school had previously acknowledged the need to continue to improve resources in this area, such as upgrading older machines on a rolling programme, networking other computers, introducing interactive whiteboards and building another computer suite. With effective teaching, support from learning assistants, improved resources and accommodation, the school is in a strong position to continue to raise standards in this area. The monitoring and evaluation of planning, teaching, learning and standards are secure.

ICT across the curriculum

The school allocates time for other curriculum areas in the computer suite but little evidence was seen of use of ICT in science.

HUMANITIES

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Very good teaching.
- Very stimulating visits and visitors.
- Subject co-ordinator needs opportunities to observe lessons.
- Marking and assessment need to contribute more to pupils' understanding of what they need to do to improve.

Commentary

90. Only two lessons were seen during the inspection, but findings from these along with scrutiny of a range of pupils' work and other evidence provided sufficient information to form judgements. The standards attained by seven and 11 year olds are at least as expected nationally, and occasionally higher.
91. Seven-year-olds can identify the difference between life in the past and the present, for example by discussing and recording with labelled pictures, features of typical seaside holidays of a hundred years ago and popular continental holidays in modern times. They compare, and illustrate by use of a simple table, the differences between 1666 and 2004, and can point to some of the possible reasons for the fire of London.
92. 11-year-olds know the significant features of life in the 1950s and in succeeding decades, and can illustrate these effectively using labelled diagrams and text. They have learned how events such as the second World War and the emergence of television have changed people's lives, and can write convincingly of their life as an evacuee, demonstrating their knowledge and understanding, and conveying poignantly some insight into the personal consequences of national decisions.
93. Pupils spoke and listened well in lessons, and used writing of a good quality. However, little use of ICT was made.
94. All pupils achieve well in history, both in Years 1 and 2 and in Years 3 to 6. Pupils who speak English as an additional language, those with SEN and more able pupils all achieve well in the subject.
95. Pupils' very good learning is the consequence of very effective teaching. Teachers make very good use of visits, for example to a 'Viking village', and build on these by using their own very strong knowledge of the

subject, considerable enthusiasm and energy, and a very good rapport with the pupils. Pupils enjoy these lessons very much and concentrate very well and work very hard. Marking of pupils' work is not always directed at historical aspects, and sometimes does not show them what to do to improve.

96. The subject is well led and managed by a keen co-ordinator. To raise standards further, however, she needs opportunities to observe her colleagues' lessons, and to devise an assessment system that records the progressive gain of subject knowledge and skills by pupils.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Lively teaching.
- Very good use of visits.
- Marking and assessment need to contribute more to pupils' understanding of what they need to do to improve.

Commentary

97. Pupils' attainment, both at seven and at 11, matches the levels attained by pupils nationally. At seven, pupils have adequate awareness of their own and other localities, show sensitivity to environmental features and their vulnerability to human activity, and through their questions display their recognition of geographical aspects and make use of a growing technical vocabulary. For example, a Year 2 class composed a range of very good questions about Malaysia to address to a speaker, that revealed their appreciation of many aspects of everyday life that might well be different in another country.
98. At 11, pupils recognise and understand physical processes such as the water cycle, and grasp how features such as rivers affect local characteristics and the nature of people's lives. Using the knowledge they have gained they can put forward rational hypotheses for phenomena they observe, and investigate them. For example, pupils used their knowledge of climate and mountains to suggest why there may be only one pair of eagles in an area, and could use scanning techniques to find the answers in textbooks. They can demonstrate their findings well using charts, diagrams and tables.
99. Pupils speak and listen well, and their use of writing is good.
100. All pupils achieve well in geography, both in Years 1 and 2 and in Years 3 to 6. Pupils who speak English as an additional language, those with SEN and more able pupils all achieve well in geography.
101. Pupils' strong interest in lessons is a direct consequence of good teaching that catches their imagination and challenges them to think hard. Teaching methods are imaginative and well matched to pupils' needs, and a very good relationship between the teacher and the pupils ensures sustained hard work and very good behaviour. ICT, however, is insufficiently used, and pupils would be clearer about what they needed to do to improve if their acquisition of skills and knowledge was recorded as such, and marking more consistently addressed the geographical quality of their work and how to improve it.
102. There is currently a vacancy for a co-ordinator so it is not possible to comment on the quality of leadership and management in the subject. However, there is a sound action plan with a number of appropriate priorities for raising achievement in the subject.

Religious Education

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- Good plans to ensure subject coverage and progression in the key skills.
- The experienced subject co-ordinator is able to support colleagues well with specialist knowledge.
- Marking is not always developmental and so does not help children to improve their work.
- Opportunities to visit a range of local places of worship are not fully exploited.
- The role of the co-ordinator could be developed to allow her to observe and support colleagues with their teaching.

Commentary

103. Evidence of standards was gathered from various sources: work in pupils' books, observation of lessons and discussion with the subject leader. By the end of Years 2 and 6, pupils are on course to attain standards broadly in line with the expectations of the locally-agreed syllabus. Pupils appreciate how important religion is to different faith groups and understand that one should have respect for different faiths and cultures. They recall information about Islam and enjoyed using the internet to research details of the local mosque. Pupils learn about the sacred nature of items such as the Qur'an from a classmate who proudly displays articles brought from home. They are able to discuss the need for rules in society and relate this to the importance of the Ten Commandments in the Christian faith. Whilst visits to the local church are made, first-hand experience of other local places of worship would deepen understanding of both the faith concerned and of local culture.
104. The achievement of all pupils is satisfactory and the learning of those pupils with SEN is supported by well-planned lessons and the effective use of learning support assistants.
105. Teaching is good overall. Teachers' planning matches tasks to the capabilities of the children and this, combined with the positive relationships between staff and pupils help children to learn well. Subject management is good. The co-ordinator has good knowledge of her subject but there are limited opportunities for her to observe and support colleagues and so enhance teaching of the subject. The co-ordinator now checks teachers' planning and has time to look at pupils' books to ensure coverage and content; this is a positive development. There is a wide range of attractive and informative displays linked to RE throughout the school and these celebrate Buddhism, Islam and Christianity and reinforce earlier learning. Assemblies are used to enhance pupils' understanding of other faiths, as well as Christianity, and celebrations from other cultures are used as a theme.
106. RE makes a positive contribution to other subjects, especially personal, health, social and citizenship education where it contributes to pupils' understanding of other cultures and to English as they record and explain facts and features about a variety of faiths, and to spiritual, cultural and moral development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The quality of pupils' work throughout school is good.
- Out-of-school activities contribute well to pupils' learning.

Commentary

107. Samples of pupils' work, discussion with pupils and the curriculum co-ordinator indicate that the standard of work in art and design is at least average at the end of Years 2 and 6. Only one lesson was observed, at Key Stage 2 where teaching and learning was judged to be good. This Year 4 lesson involved pupils in designing a chair for a character, taking into account the person's needs. The lesson was well organised with good use of resources and all groups of pupils achieved well.
108. Year 2 pupils display a good range of skills using a variety of materials and methods. Reading *The Paperwork Quilt* by Valerie Flourney inspired Year 1 work on a patchwork quilt. This initiated rich vocabulary to describe actions and texture. Year 3 investigated patterns in the environment. They were inspired by the work of William Morris, Syrian tiles and Indian wall hangings to produce some very

colourful and imaginative work. They also made very good use of a drawing computer programme to illustrate aspects of their work in geography on St. Lucia. A Year 6 project on 'people in action' provided opportunity for some well-sketched athletic figures, showing good appreciation of movement and scale.

109. Art work is displayed well around the school and demonstrates the breadth of the art curriculum. Pupils appreciate the opportunity to practise and improve their skills at an art club after school. Visits to galleries and the work of famous artists broaden the pupils' artistic experiences very effectively. Year 2 self-portraits have been inspired by a visit to the Hockney exhibition at Saltaire and they make good attempts at working in that artist's style.
110. All pupils have portfolios of work and Key Stage 2 pupils have sketch books. Samples of work are collected to assess progress with some work selected as exemplars. This is good.
111. Subject management is satisfactory and is developing. The subject leader has been in post for a short time and is presently consulting with colleagues about ways to develop the subject. Ideas are appropriate; a review of policy, allied to discussion with others and opportunity to observe teaching and learning, would be helpful in making judgements. Use of ICT is satisfactory.

Design and technology

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

Main strengths and weaknesses

- Standards are above expectations in Year 2 and Year 6.
- Teaching is good overall.
- Links with other subjects, such as science, mathematics, art and design and ICT are good.
- Pupils keep good records of work in their files.
- Standards of all models seen are of good quality overall.
- Leadership and management are very good.

Commentary

107. Pupils at the end of both Year 2 and Year 6 achieve standards above those normally expected for pupils aged seven and 11. Younger pupils can sketch a design, and identify materials required for construction. They are able to use suitable joining techniques for putting together the parts that they create. Older pupils can experiment with equipment such as pneumatic syringes to create and improve on models propelled by balloons. They can explain how systems work scientifically and how these may be used when making a 'moving monster', as observed in a Year 3 class. Reflective observation is a skill practised by all age groups: in Year 1, for example, pupils considered the differences and similarities between fruit and vegetables. The written evaluation of all pupils, particularly those in Years 5 and 6 are of high quality. Pupils keep work in their files about designing, making and evaluating, which match the models examined, and this enhances their learning. The range of different aspects and subjects covered, including art and design, ICT and literacy was very substantial.
108. Teaching is very effective. Lessons are well planned and well taught. Although only two lessons were observed, teachers clearly adopt an interactive approach involving pupils, who not only ask but respond to questions. Teachers' enthusiasm and their very good relationships with pupils help them all to achieve well. The evidence throughout the school indicated the good opportunities provided to produce models of quality after designing them, identifying materials and tools to be used and methods of joining. The school balances appropriately the focus between designing and modelling and food technology, which is a key feature of the design and technology curriculum. The curriculum, enthusiasm of the teachers and support staff, together with their secure knowledge and understanding motivates pupils, promotes positive attitudes and encourages care in acquiring and developing skills.
109. Leadership and management are very good. The co-ordinator has a clear understanding of the subject. This together with effective monitoring and guiding and supporting staff is having a very positive impact on standards. Resources are sufficient and of satisfactory quality.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is very effective throughout Key Stage 2.
- Planning is very effective and provides challenging activities which pupils enjoy and are then well motivated to learn.

Commentary

115. No Key Stage 1 lessons were observed so it is not possible to make judgements about standards. However, evidence from teachers' planning, work books and discussion with children indicate that music is taught at least satisfactorily.
116. By Year 6, pupils attain standards that are above average and all pupils, including those with SEN and those with English as an additional language, achieve well. Pupils make good progress and lessons are challenging and enjoyable. Younger pupils understand the basics of dynamics and texture. They can identify changes in pitch and illustrate them with gestures, and add percussion instruments as accompaniment to songs. Older pupils can sing a round effectively, can devise chords and ostinatos to accompany songs and most can sing in tune.
117. In a good lesson in Year 5, a pupil brought in a tune that he had composed. The teacher played it for him and included appropriate accompaniment. His pleased reaction on hearing his tune characterised the reaction of most pupils to the teaching of music in school. In a good lesson in Year 4, where the pupils were creating contrasting moods in response to poetry, a pupil suggested it was not a good idea to have the same ostinato as the first verse, since the second was about night and it was quiet. Year 3 pupils made an enthusiastic response to music played for a country-dance. They worked hard enjoying the experience, counting and moving in time to Michael Flatley's 'Feet of Flame.'
118. Teaching is very good, motivating and ensuring that learning is of a high standard. Pupils respond positively when, for example, they are in groups and are called 'musicians' as at assembly when they receive enthusiastic applause. Visiting specialist teachers enhance and extend learning and attainment through instrumental tuition for a wide range of instruments. Pupils are presented with quality opportunities to experience the joy of music.
119. The subject is very well led and managed with expertise used very effectively to teach music at Key Stage 2. The co-ordinator recognises the need for in service training to extend teacher confidence in teaching at Key Stage 1. Good use is made of ICT to record pupils' practical work, to enable pupils and teachers to evaluate work and suggest ways to improve. Planning is clear and linked to National Curriculum requirements, and resources and accommodation are well organised and readily accessible for teaching and learning.

Physical education

Provision for PE is **good overall**.

Main strengths and weaknesses

- Teaching in Key Stage 1 is good and pupils have good attitudes to their learning.
- Children are well briefed on health and safety matters.
- Resources are good, especially the provision for outdoor play in the Foundation Stage.
- Residential visits in Key Stage 2 offer good opportunities for adventurous activities.
- There are few opportunities for after-school sport and no opportunities for competitive sport with other schools.

Commentary

120. Standards in PE are average at the age of seven. It is not possible to make an overall judgement about older pupils' attainment in PE from the single swimming lesson seen during the inspection, although planning implies there is good curriculum coverage. The vast majority of pupils can swim 25 metres by the end of Year 6, however, which is satisfactory.
121. At the age of seven, pupils move safely with good co-ordination, and can stop on demand and create a shape of their own choosing. They can control and pass small and large balls by kicking, with reasonable accuracy. Most understand the need for a 'warm-up', and safety aspects of using apparatus. They listen well to the teacher and each other when asked to comment. Younger pupils can follow instructions to create different movements, and can link the sound of a tambourine with movements. They use space well and observe safety rules properly. Due to lively teaching and well judged tasks, they all achieve well, including those with SEN.
122. Teaching seen in Key Stage 1 was good. Lessons were well planned and included warm up activities and cool-down sessions. Pupils' learning was enhanced by opportunities to watch good work modelled by their classmates. Pupils work in bare feet, which is good, and teachers carefully brief them on health and safety risks. At Key Stage 2 not enough lessons were seen to make secure judgements about teaching and learning, but instruction seen in a swimming lesson was satisfactory. The school has a good range of resources but storage difficulties require that all pupils are supervised when putting out or packing away even small items of equipment. Teaching makes good use of links with other subjects, for instance the use of musical terminology in a lesson where movement is linked to music.
123. Subject management is good. The role of the co-ordinator is developing well. An audit of physical education has been completed and there are plans develop her role by allowing her to observe and support other people's lessons.
124. Many pupils take part in the residential visits planned for Years 5 and 6 and they are enthusiastic about the opportunities for adventurous activities. The school has already identified the need to improve the security and environment of the school field and this will facilitate the development of school and inter-school sports, a key issue. Currently, there are few opportunities for after-school sports to improve pupils' achievement and pupils do not have the chance to take part in competitive sports with other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

Provision in Personal, Health, Social and Citizenship Education is **good**.

Main strengths and weaknesses

- A good range of opportunities, including timetabled lessons, are used to promote PSHEC.
- The school council is recognised by pupils as having a genuine role in improving the school.
- Teachers are enthusiastic and teaching is good.
- A system for recording pupils' achievements and personal development would be of benefit.

Commentary

125. The programme of Personal, Health, Social and Citizenship Education linked to regular circle time is good, and helps pupils to understand themselves and how to have successful relationships with others. Assemblies are used well to raise pupils' self-esteem and to develop social skills, such as showing appreciation for the achievements of others. Speakers from the community such as grandparents or footballers visit the school to provide first-hand insights for the pupils. There is very good use of the LEA Life Education Mobile Learning Centre to provide high quality information about drug misuse for all pupils and also to provide positive male role models as the school has no male teachers. Sex education is well provided through science lessons.
126. Direct teaching is good, and sometimes very good. Teachers show sensitivity to pupils' feelings and engage well with them, resulting in lessons where pupils learn well through their ability to contribute personal reflections in a safe setting. Pupils' self-knowledge and self-esteem, and teachers' ability to tailor

planning to needs, could be enhanced by the provision of a system for recording pupils' achievements and personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
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	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); not applicable (8).