

INSPECTION REPORT

LAKESIDE PRIMARY SCHOOL

Tamworth, Staffordshire

LEA area: Staffordshire

Unique reference number: 124172

Headteacher: Mr K M Hartley

Lead inspector: Mr D J Halford

Dates of inspection: 15 – 17 March 2004.

Inspection number: 260531

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	286
School address:	Leyland Road Glascote Tamworth Staffordshire
Postcode:	B77 2SA
Telephone number:	01827 475075
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Brindley
Date of previous inspection:	29 September 1999

CHARACTERISTICS OF THE SCHOOL

Lakeside Primary School is a large school, situated in an area of mixed housing in Tamworth. Pupils attend the school from a wide area, including an area of substantial material hardship. Children enter the Reception at the start of the school year in which they are five. The majority of children enter the Reception with below average levels of skill. Very few pupils come from ethnic minority families and none are at an early stage of English language acquisition. Around 12 per cent of the pupils are on the register of special educational needs and nine have statements of special educational need. The proportion of pupils on the register of special educational need is below average. Pupil mobility is relatively low but the number of children leaving the school without completing their primary education there is increasing.

The school has received several awards, including the Dyslexia Friendly Initiative (Level 1) and the Eco Schools Silver Award. The school is presently working on the Leadership Development Strategy in Primary Schools and is working towards the Inclusion Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	Mr D J Halford	Lead inspector	The Foundation Stage Curriculum English as an Additional Language Science Geography History Music
9649	Mrs J Smith	Lay inspector	
32159	Mrs B Remond	Team inspector	English Special Educational Needs Religious Education
33243	Mr G Mitchell	Team inspector	Mathematics Information and Communication Technology Art and Design Design and Technology Physical Education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school striving for further improvement. In it, pupils are cared for well, feel secure and achieve well. Pupils' standards of work are broadly average in English, mathematics and science. Pupils' standards in art and design are above average. The teaching is good overall, throughout the school, and this has a positive impact on the pupils' learning. The curriculum is broad, rich and diverse. The school is led and managed well and provides good value for money.

The school's main strengths and weaknesses are:

- The school provides a secure and caring environment in which its children are valued. All pupils are included very well. Their attitudes to school are good and most behave well.
- Pupils' standards of work are average in the core subjects, and although the school is seeking to improve this important area of its work, standards are not yet high enough. Pupils' standards are above average in art and design. The curriculum is broad and supported by a wide range of opportunities for physical, creative and artistic development. The personal development of pupils is good and they achieve well.
- Provision for children under five is good, overall, but outdoor play provision is currently inadequate.
- The quality of teaching is good overall, and this has a positive impact on pupils' learning.
- The provision for pupils with special educational needs is very good and all are included very effectively in the work of the school.
- Leadership and management are good overall. The headteacher provides good drive and purpose for the school. He is well supported by his senior managers. The governing body is knowledgeable, purposeful and effective.

The school has made good progress since the last inspection. The school has made significant improvement in its provision for information and communication technology (ICT) and in its assessment procedures, which are now more detailed. Written reports to parents conform to statutory requirements and improvements have been made to the range and quality of books available to the pupils. The school has made significant progress in its provision of books for boys, but further improvement could be made to the quality and range of library books.

STANDARDS ACHIEVED

Most pupils enter the school at the age of four with standards in reading, writing and mathematics which are below average for their age.

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

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

Scrutiny of written work and other evidence shows that overall, **pupils' achieve well.** Many pupils attain average standards in the core subjects of English, mathematics and science, although this is not always reflected in national test results. This is because recent initiatives to improve pupils' standards are not yet sufficiently embedded in the school's work to have had an impact on pupils' national test results. In art and design standards are above average. In all other subjects where it

has been possible to obtain secure evidence, standards have been at least in line with national expectations.

The spiritual, moral, social and cultural development of the pupils are good. They constantly show good attitudes to their work and most behave well throughout the school. Attendance is satisfactory when taking into account the school's best efforts to improve it.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall throughout the school and this has a positive impact on pupils' learning. Teachers throughout the school plan well, question pupils well, manage them very effectively and encourage them to work hard and develop their understanding.

The curriculum is **good**. It is broad and balanced and supplemented by a good range of opportunities for enrichment. The school provides a safe and secure environment for its pupils, values them as individuals, cares for them well and includes them very well. The school enjoys a good partnership with its community and its parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership and is the driving force behind the school's pursuit of improvement. He is well supported by his senior management team and has the confidence of colleagues and governors. The governors are knowledgeable about the school and support it well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the work of the school and support it well. Almost all pupils like being in school and know that the school cares for them.

IMPROVEMENTS NEEDED

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

- Embed the good practice already established to improve standards further.
- Improve the outdoor play facilities for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good**, particularly for older pupils. Standards are **average** in English, mathematics and science by the time the pupils reach the end of their primary education. Standards are at the expected level in religious education. Standards in art and design are **above average**.

Main strengths and weaknesses

- Pupils' standards in English, mathematics and science are broadly average, but this is not yet reflected in national test results and further improvement is required.
- Standards in art and design are above average by the time pupils leave school at the end of Year 6.
- Pupils with special educational needs achieve well.

Commentary

1. When children first start school their attainment is **below average** when compared to that normally found. Through the Reception year most children **achieve well**, but many children are still working at the level **below that expected** by the time they begin compulsory schooling. Some children have attained the nationally agreed Early Learning Goals by the age of six, but many have not. This position is substantially similar to that reported when the school was last inspected, although currently a smaller percentage have attained the level expected of them by the time they enter Year 1.

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

Standards in:	School results	National results
reading	13.9	15.9
writing	13.6	14.8
mathematics	16.3	16.4

There were 40 pupils in the year group.

2. National tests for seven-year olds in 2003 showed that pupils attained levels which were well below the national average in reading and writing and close to the national average in mathematics. Although these results are rather low this represents a good level of achievement on the part of the pupils, given their below average levels of attainment on entry to the school. Inspection evidence indicates an improving picture of attainment in the work of pupils currently in Year 2, although this is not yet reflected in national test scores.

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

Standards in:	School results	National results
English	25.9	27.0
mathematics	25.8	27.0
science	27.4	28.9

There were 49 pupils in the year group.

3. A similar position can be seen in the 2003 tests for eleven-year-olds, where results were below the national averages in English, mathematics and well below average in science. A comparison with similar schools is difficult to verify in relation to free school meals, because of a limited take up by eligible families. Whilst the comparison of pupils' average points scores indicates well below average standards in all three subjects, the pupils' performance is improving over time, particularly in mathematics and science. Recent initiatives to improve pupils' standards are not yet sufficiently embedded in the school's work to have impacted on pupils' test results, and the school acknowledges that there is still room for further improvement.
4. Inspection evidence indicates that overall, pupils' standards are broadly average in English, mathematics and science by the time they are eleven. This is similar to the position reported when the school was last inspected. Standards in mathematics for pupils aged seven was reported as above average when the school was last inspected. Currently standards for seven-year-olds are broadly in line with the average for all three subjects.
5. Provision for literacy and numeracy has improved since the time of the last inspection. For example the school is aware of an imbalance in the number of boys and girls, and significant efforts have been made in actively seeking to provide for boys. This is leading to improvements in their standards of work, but more still needs to be done.
6. Overall, pupils achieve well between the ages of seven to eleven. The recent school initiative to introduce interactive whiteboards into some classes is having a positive impact on pupils' learning and is contributing to an improvement in pupils' standards of work, particularly in mathematics. This impact has yet to be fully reflected in the pupils' performance in national tests. Pupils' individual skills in ICT are developing well.
7. In the creative arts, standards are above average in art and design. There is a good level of challenge in the work generated from a consideration of Picasso, and in water-colour paintings of churches; still-life pencil sketches undertaken in the art club are of a particularly high standard. Good provision is made for work in music where standards are broadly average overall.
8. Most pupils with special educational needs make at least good progress and attain suitably high standards for their ability, although these can be below expectations for their age. By the end of Year 6, the majority of pupils with special educational needs make good progress often from a low starting point, and achieve well in relation to their ability. Progress since the last inspection has been good with innovative provision resulting in the raising of pupil achievement. The needs of pupils are identified at an early stage, with care taken to gather information from other agencies and schools so that targets for further achievement are usually realistic but challenging, and are checked regularly. The school responds well to the challenges presented and supports pupils well in achieving suitably high standards. The school has no pupils for whom English is an additional language.

Pupils' attitudes, values and other personal qualities

Pupils have **positive** attitudes towards school and their work and most behave **well**. The spiritual, social moral and cultural development of pupils are **good**. Attendance is **satisfactory** overall. Although attendance is below the national average the school has good procedures for monitoring and promoting it. Punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils are happy at school and are keen to learn
- Staff set high expectations of good behaviour and most pupils behave well
- There have been no exclusions for several years; this is due to the school's very successful commitment to inclusion

- The school works effectively to promote pupils' social and moral development
- Pupils have a good appreciation of their own culture but know less about the cultures of other people

Commentary

9. Pupils enjoy school. They say they particularly like their friendly and helpful teachers, the special days and visitors which the school regularly arranges and the good clubs. Pupils have a positive attitude to their work; they are keen to do well, work cooperatively together and enjoy being actively involved in their lessons.
10. Most pupils behave well and respond readily to their teachers' high expectations of good behaviour. However many pupils become easily distracted and find self-discipline difficult which means that staff have to work hard to sustain good behaviour. In a carefully prepared religious education lesson about church artefacts, some Year 1 pupils spoilt the lesson for their class mates by their silly behaviour and this slowed the pace of learning for all.
11. There have been no exclusions for several years. This is remarkable considering that the school has a number of pupils who, when they joined the school, displayed challenging behaviour and were at risk of exclusion. The credit for this success is due to the school's strong commitment to inclusion and the successful range of strategies it has put in place to support pupils who have difficulty controlling their behaviour. These strategies include work done in nurture groups on social skills and managing behaviour.
12. Relationships throughout the school are good. Pupils are generally caring and considerate to each other. Incidents of bullying are infrequent and the school deals effectively and promptly with them. Regular circle time provides opportunities for pupils to discuss and reflect on friendship and playground behaviour. In the parents' questionnaire several parents expressed concerns about bullying, but in discussions pupils said they are not worried about it and know what to do if it occurs. At break times Year 2 pupils act as "buddies"; one of them said "if someone doesn't have a friend we find a friend for them to play with". Pupils feel valued and grow in confidence and maturity as they move up the school; the school fosters their self esteem by praising good work and effort and celebrating success in the weekly award assembly. Pupils throughout the school are keen to be helpful and the school provides a range of good opportunities for older pupils to exercise responsibility. Whether manning the phone during break times, or helping and playing with younger children, older pupils exercise their responsibilities well.
13. Pupils with special educational needs generally form effective relationships with their peers and all adults. They feel very secure when contributing to the discussion elements of lessons and teachers positively encourage their contributions. The school's very good inclusive policy is actively followed in the school. Older pupils are consulted about the review of their individual education plans.
14. The school promotes pupils' appreciation of Western culture well but pupils know less about the cultural traditions of other peoples. There are some opportunities for pupils to learn about other religions and cultures in lessons, but pupils have no first hand experience of these through visits to centres of worship or through visits from representatives of other cultures. The school is not doing sufficient to help pupils learn about the rich multi-cultural life of Britain today.

Attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.1
National data	5.4	National data	0.4

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

15. The school has good procedures for monitoring and promoting attendance. However, some parents do not consistently ensure their children's regular attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning are **good** overall, and the quality of the curriculum is **good**. Pupils receive **good** levels of care.

Teaching and learning

The quality of teaching is good. This has a positive impact on the learning of the pupils. Assessment is good.

Main strengths and weaknesses

- Teaching is good throughout the school.
- Teachers' planning is good and they work very hard to promote good behaviour.
- Pupils work hard when thoroughly challenged by their tasks.
- Assessment information is detailed and used effectively to promote good learning

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (5%)	31 (74%)	9 (21%)	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.

16. Throughout the school the quality of teaching and learning is good, and sometimes very good. No unsatisfactory teaching was seen during the inspection. This is an improvement on the position reported when the school was last inspected.
17. In the Reception Year the quality of teaching is good overall. It is never less than satisfactory. The staff have a good understanding of the areas of learning they are covering and their planning is linked effectively to the 'stepping stones' which identify children's progress in their learning. Coverage of the early years' curriculum is thorough over time. This can be seen from teachers' planning and from good evidence of children's past learning experiences. Children's learning in language and literacy is helped significantly by a consistent approach to the teaching of phonics (letter sounds) and good assessment procedures track children's individual progress. Support staff in the Reception classes are effective in developing the

children's language and social skills. Throughout the early years, children of all abilities achieve well in their learning.

18. In Years 1 and 2, the quality of teaching is good and sometimes very good. Teachers are generally confident in the lessons they are teaching, engage pupils well and manage their classes effectively. There is a significant emphasis on holding pupils' attention and an insistence on good levels of behaviour. This can be a considerable challenge, particularly in Year 1. Most pupils listen well and overall a good atmosphere for learning is created. There is a strong emphasis on the development of pupils' basic skills in literacy and numeracy. Many pupils show an ability to concentrate well over a sustained period of time.
19. The quality of teaching is equally good in Years 3 to 6 and sometimes very good. The good quality planning and use of resources are particular strengths. Information and communication technology is used effectively to promote good quality learning where interactive whiteboards are available and in use. This was seen to good effect, for example, in a Year 3/4 literacy lesson on sentence making and the use of powerful verbs. Where pupils are thoroughly challenged by their work, they rise to the task well. Some opportunities to challenge higher attaining pupils more consistently are missed.
20. For pupils with special educational needs, support is very well organised and the teaching is good and sometimes very good. Teachers and teaching assistants ensure all pupils are included in every lesson and feel valued. There is a good working relationship between the special educational needs coordinator, teachers and teaching assistants. Teaching assistants are a dedicated and caring team. Staff attend training at school, some delivered by the special educational needs coordinator. In lessons, activities and tasks are usually well matched to the needs of the pupils. Staff understand the needs of their pupils well. Targets for learning are carefully set and effectively checked, and most pupils make good progress.
21. There are good opportunities for pupils to work together in small groups. Planning is good and assessment is good throughout the school, including pupils with special educational needs. Here, information gathered is used well to plan work to meet the needs of individuals and groups of pupils.

The curriculum

The school is successful in providing a **good** curriculum, including a **good** range of productive opportunities for enrichment. The provision for personal and social development is **good**. Accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- The broad and rich range of curriculum opportunities offered to all pupils.
- The outdoor play facilities for the children under five are inadequate.
- The identification of gifted and talented pupils is at an early stage.
- The match of support staff to the curriculum is satisfactory.
- The resources for ICT are good.
- The provision for pupils with special educational needs is very good.
- The provision for personal, social and health education is good.
- There is a good range of extra-curricular activities.
- The school has good links with the community.

Commentary

22. The curriculum is successful in providing pupils with rich learning opportunities. The curriculum for the reception year is based on the national guidance and the breadth of curriculum opportunities there are **satisfactory**. The successful, innovative provision

introduced to meet the needs of all pupils, such as the Nurture class and the Dyslexia Friendly status achieved by the school, leads to very good provision for pupils with special educational needs and the school meets its statutory requirements. The identification of gifted and talented pupils is in the early stages of development but teachers have been trained and subsequently are beginning to develop this area. Pupils are effectively taught in ability groups for literacy and numeracy.

23. Improvements since the last inspection are good and the identified curriculum weaknesses in ICT and assessment procedures have been successfully addressed. The provision for outdoor play is limited with insufficient accommodation and resources that will challenge and excite children.
24. Assemblies are satisfactory, with visitors from the local Christian churches providing an additional contribution. The school community does not gather sufficiently as a whole, to strengthen the school's ethos and values and reinforce positive attitudes.
25. The school recognises that all its pupils need to have interesting and stimulating experiences in order to maintain their motivation, and has a lively and effective approach to enriching the curriculum provision. There are special days that take place annually, combining many subject areas, sporting events and the use of outside skills to develop the arts, including the teaching of string and wind instruments. Staff also provide a range of clubs, including a good range of sports, music, drama, language, science and art, all contributing effectively to pupils' learning. The school uses the schools' network well to provide opportunities for pupils to partake in technology challenge days, competitive games, industrial challenges and master classes for able mathematicians.
26. The successful, innovative provision introduced to meet the needs of all pupils, such as the Nurture class and the Dyslexia Friendly status achieved by the school, leads to very good provision for pupils with special educational needs and the school meets its statutory requirements. The identification of gifted and talented pupils is in the early stages of development but teachers have been trained and subsequently are beginning to develop this area. The match of support staff is effective for individual or groups of pupils who have specific needs such as those in the Nurture group. Individual education plans are well drawn are up and include the views of parents and sometimes the pupil. Resources and accommodation for pupils with special educational needs are good, the school having successfully created a base for the Nurture group. The school meets its statutory requirements fully with regard to statements of special educational need. Staff implement the Code of Practice and the school policy for special educational needs effectively. The very good relationships within school and the very effective structures in place ensure a consistent approach.
27. The school's routines run smoothly and the pace of learning across the curriculum is generally well balanced, with opportunities for physical activities well spaced with desk bound activities. The school effectively prepares pupils for the next stages of education. For example teachers from the local secondary school come into school to support different areas of the curriculum and pupils visit the receiving schools.
28. The match of support staff is effective for individual or groups of pupils who have specific needs such as those in the Nurture group but some support staff are not as effectively deployed.
29. The school accommodation is satisfactory, the school having successfully created a well resourced computer room, an art area, music room and a base for the Nurture group. Some lessons are adversely affected by the working noise from the next class base. The library although small, is satisfactorily furnished but some books are out of date. The accommodation and resources for outdoor learning in the Reception class are inadequate to meet the learning needs of these children.

30. The match of teachers to the curriculum is good with specialist knowledge used to good effect in a variety of fields. There are good opportunities for teachers' continuous professional development, leading to well-trained teachers who contribute effectively to school improvement.

Care, guidance and support

The school provides **good** care for pupils and effective support and guidance based on the monitoring of their achievement and personal development.

Main strengths and weaknesses

- All staff work very effectively as a team to ensure pupils' care, safety and well-being
- Pupils with special educational needs are very well supported and integrated into the school community
- The school seeks out pupils' views but does not yet sufficiently involve pupils in the running of the school

Commentary

31. Good caring relationships between staff and pupils provide a learning environment in which pupils feel safe and valued. There are good procedures to ensure pupils' welfare and safety and also for child protection. Policies relating to these have recently been carefully reviewed; the school pays very good attention to ensuring precise safety procedures both for general school practices and also to meet the specific needs of children with medical conditions. Visits outside school have been restricted in recent years, mainly because of safety considerations; but the school now has risk assessment procedures in place and plans to resume some visits. Parents are pleased with the good care that the school takes of their children and agree that the school has good arrangements to help their children settle happily when they join the school.
32. Pupils receive good guidance and support as they move through the school Pupils have individual targets, which indicate where improvement is needed, and these are shared with parents at the November consultation evening. In talking to Year 6 pupils they know what their targets are for numeracy and literacy and what they need to do to meet them.
33. A strength of the school is the very good support it provides for pupils with a wide range of special educational needs. The coordinator ensures that pupils' individual needs are fully identified and that support is carefully tailored to meet these needs. Work in nurture groups focuses on improving pupils' social skills and raising self-esteem so that barriers which restrict their ability to learn are broken down.
34. The school seeks pupils' views satisfactorily. A questionnaire was circulated by the school council and the school has responded to several of pupils' requests; for example it has arranged separate changing facilities for older girls and boys and has provided portable equipment for the playgrounds. However the school council is not yet well embedded in the life of the school and there is not yet a sense of it being fully owned by pupils. In discussion with Year 6 pupils they said they felt that the school had not responded to issues they raised in the questionnaire, particularly about the quality of the dinners and what they describe as "the boring playground". School council minutes reveal that the school has responded to the issue of school dinners and is taking steps to improve them. The school has already recognised that there is scope for it to involve pupils more fully in its work and development.

Partnership with parents, other schools and the community

The school works **well** in partnership with parents. **Good** links with the community and other schools support and enrich pupils' learning well.

Main strengths and weaknesses

- Informal communication between home and school is very good but the school does not formally consult parents about matters of common concern
- Parents are kept well informed about the school and there has been good improvement in annual reports on pupils' progress
- The school works hard to encourage parents to become more involved in supporting their children's learning

Commentary

35. Parents are highly confident in the school and value everything it does for their children. They find staff very approachable and can readily discuss any concerns they have about their children. Although a large majority of parents have positive views on all aspects of the school's work, the questionnaire shows that about one in five of parents who completed it feel that they are not kept well informed about how their children are getting on. Some parents would like to have a consultation evening in the summer. At present there is a consultation evening for all parents in the autumn and one in the spring when parents or the school requests a meeting. In the summer, a successful open evening is held which enables parents to see their children's work. The school does not at present seek out parents' views on issues such as this through surveys.
36. Parents are kept well informed about the school through regular newsletters and other formal information. Annual reports on pupils' progress now provide parents with very clear information on attainment for all subjects and most describe what pupils need to do to improve their work in mathematics and English. The school needs to include details of the arrangements under which parents can discuss the report with the school.
37. Most parents support their children's learning by listening to their younger children read but overall the help which parents provide is fairly limited. The school works hard to increase parents' support for their children's work. For example, teachers send out regular information on the work which is to be covered during the term and suggestions about how parents can help. The school has been disappointed by most parents' lack of interest in formal courses, meetings and workshops on literacy and numeracy, although an information technology course for parents has been successful. The school finds that more informal approaches such as "story sacks" are an effective way of encouraging support for reading.
38. The school has good relationships with the parents of pupils with special educational needs. Parents know the special educational needs co-ordinator and are informed of any concerns at the earliest stage. They are welcomed into the school to discuss courses of action and have regular formal and informal contact with teachers. Parents of pupils who have individual education plans are invited to take part in the review process by contributing their views towards the setting of targets for the pupils concerned.
39. The school has many good links with the community, including good links with local churches and many visits and "special days" which draw on local people. For example, for World Book Day the school invited local men from different walks of life to support the focus: "it's cool for boys to read". The school premises are used by many different local

groups. Good links with other schools range from links with schools in Australia and Canada to close links with Belgrave High School and with other primary schools in the local pyramid. Year 5 and 6 pupils benefit from the industrial challenge and technology challenge days held by the high school. The school now works even closer with schools in the pyramid which now form an Associate Networked Learning Community and representatives from each school are receiving intensive training in key skills.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**.

Main strengths and weaknesses

- The headteacher has developed a good model of school leadership that works well and gives a high priority to achievement, inclusion and the quality of education.
- The senior management team act effectively to ensure that staff are working to a common purpose.
- The governors know the school well and provide the school with challenge and support and make a very effective contribution to the work of the school.
- The school's self evaluation is rigorous. It is closely linked to planned improvements and better standards.
- Good financial management helps the school achieve its educational priorities.

Commentary

40. Parents' confidence in the leadership of the school is fully justified. The headteacher's vision for the school is reflected in its aims and values. This vision, which is centred on teaching, learning and achievement, is understood and supported by all adults in the school because the headteacher has created good systems of teamwork. These systems give everyone a voice and a stake in school development.
41. The senior management team is responsible for evaluating the effectiveness of the school's work. This group is involved in looking at the quality of pupils' achievement and at the impact that teaching is having on learning. It deals very effectively with analysis of data from the National Curriculum test results and uses the information gained to focus on areas that require development. It looks carefully at results to ensure that all groups within the school are making the required progress. The analysis of results is very detailed and there is always action planning where certain groups do not perform.
42. The governors of the school are effective in the way they involve themselves in school life. Under the good leadership of the chair of governors they provide both challenge and support to the senior management team and to the school as a whole. Governors are very clear about the strengths and weakness within the school and share a vision with the headteacher. They value the headteacher's presentations to them but use other information as well to help them draw conclusions about the school's future direction. They are fully involved in the school development plan and do not instigate anything without seeking clarification of its potential impact on pupils and staff.
43. The governing body fulfils its responsibilities for pupils on the school's special educational needs register efficiently by being kept fully informed. There is also support from the link governor. The school's policy is reviewed regularly and is in line with the Code of Practice. Provision for special educational needs is led and managed very effectively by a very knowledgeable special educational needs coordinator and progress since the last inspection has been good. She is very well organised, well informed, approachable and supports colleagues very well. The school has a very strong commitment to this area.

44. All developments in the school have been well managed through thorough consultation, careful weighing of priorities, skilful planning and resourcing, and a measured pace of change. The high dedication and professionalism of all staff have been major factors in ensuring the success of developments. This leads to good quality and rigorous self-evaluation. Subject leaders have played a significant role in identifying and leading necessary improvements.
45. The school's finances are managed prudently and effectively. The school has in recent times been facing a moderate decline in numbers of pupils on roll and has projections of a continuing decline until 2005/06. The school is carrying a larger than average balance. This is because of several factors. Firstly, it is retaining some resources to maintain its staffing levels through a period of decline; secondly, it has a major capital outlay to fund its forthcoming development of the outdoor play area for children in the Foundation Stage, and thirdly, it is holding a larger than average amount of finance to cover a significant electricity bill over which there is a difference of opinion.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	745 886
Total expenditure	690 614
Expenditure per pupil	2 165

Balances (£)	
Balance from previous year	58 406
Balance carried forward to the next	55 265

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Children are taught in two reception classes which occupy a shared teaching area. The children are admitted into reception in September of the school year in which they are five. Most children start school with levels of attainment that are below average for their age. They make **good** progress in the reception year and achieve **well**, although the majority of the children do not reach the nationally expected standards by the end of the reception year in each of the areas of learning. Children with special educational needs achieve well because of the good support they receive, enabling them to be fully included in all activities. The quality of teaching is **good** overall and support staff contribute well to the children's achievement. The staff work well together as a team, forming good relationships with the children and successfully create a secure environment for them. Work in all areas of learning is regularly assessed and staff annotations show which work the children have done independently and where they have had adult support. This information is used well to inform teachers' future planning and to track the children's progress closely.
47. Curricular planning is **good** and linked well to the national guidelines. The varied range of well-organised, practical activities within an attractive environment has a positive impact on children's learning. The curriculum is further enriched by a good range of good quality resources, visits and visitors. Good induction procedures, effective information to parents and daily contact with parents and carers help children to settle very quickly into school routines. The Foundation Stage is **well led and managed** and the good provision reported when the school was last inspected has been maintained. However, the last report indicated that the outdoor play area was 'very small'. This remains the same and is inadequate for the children's needs. It is in urgent need of development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- It is promoted well in all areas of learning.
- Most children work and play well together.
- Relationships are good and children behave very well.
- Children develop good personal skills.
- Good teaching promotes good attitudes to school and to learning.

Commentary

48. The provision for children's personal, social and emotional development permeates all areas of learning and children achieve well. They quickly settle into school life and follow well the established class routines. Although some children like to be on their own, the majority work and play amicably together and behave very well because of the good relationships they form with each other and with adults. Many reception children are developing good personal skills and independence, as they put aprons on with minimal adult help. The majority handle equipment and resources with care and help tidy up after activities. Good teaching promotes good attitudes to learning and children listen attentively and follow instructions carefully. The staff know all the children well. They are sensitive to their individual needs, use praise well to boost children's confidence and foster enjoyment in learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many children have below average levels of skill in this area of learning when they start school.
- Good emphasis is placed on developing children's speaking and listening skills.
- Teaching is good and contributes well to children's achievement.
- Many well-planned activities promote this area of learning effectively.

Commentary

49. The majority of children enter school with below average speaking and listening skills, and some lack confidence when speaking to adults and other children. However, good emphasis is placed on developing the children's speaking and listening skills through a good range of well planned activities across all areas of learning. Teaching is good and this helps to develop children's communication skills. Children throughout the reception year have daily opportunities to talk about their personal experiences. Children listen with interest to stories and, with good support, show a satisfactory understanding of the main points and know that words and pictures carry meaning. The children enjoy the planned approach to the teaching of letter sounds and some are able to put these accurately into simple words when writing independently. Handwriting skills are taught systematically using these sounds and there are some examples of independent writing. However, for many of the children these skills are still underdeveloped and not all will attain the expected levels of skill by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weakness

- A good range of practical activities engage children's interest well.
- Good opportunities are provided to develop mathematical language.

Commentary

50. The good range of practical activities such as sorting and counting objects, and practical money and shape work engage the children's interest well and contribute appropriately to their satisfactory achievement in this area of learning. Most children can recognise and count numbers reliably up to ten and beyond, but they are less secure in counting on from a particular number, for example, starting from 3 and counting on to 4, 5, 6 as they arrange counters. Singing rhymes and computer programs effectively consolidate this early number work. Mathematical language is developed effectively through the use of soft toys, real life situations and physical education sessions. Children are beginning to name simple shapes such as circle and rectangle and identify these in three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- A well planned range of activities to stimulate children's curiosity.
- Learning support assistants contribute well to children's achievement.

Commentary

51. The teachers' well-planned range of practical activities enable the children to achieve appropriately in all subjects included in this area of learning. Good links are made between subjects through, for example, work on fish. Many activities centred upon fish, from using a wide range of keys to open a lock and release a picture of a fish, to counting fish in number lines and closely examining real fish to touch, smell and compare. Good access to computers, which are regularly in use, contributes well to children's developing understanding. Activities in the limited outside play area, where, for example, children blow bubbles, provides a great deal of excitement and promotes good questioning about shape, size and movement through the air. Learning support assistants contribute well to children's learning, using questioning effectively to develop the children's language skills. A child with significant learning difficulty is supported particularly well and gains much from her very good support.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and learning support assistants are used well to support learning.
- The outside play area is inadequate and restricts children's learning opportunities.

Commentary

52. Children develop their manipulative skills well through the good range of opportunities presented to them to use, for example, scissors, pencils, paint brushes, a range of keys and locks and small construction equipment. Children enjoy the physical education sessions because of the lively teaching which impacts positively on their personal development and enables them to achieve well. They show a good awareness of space, demonstrate different ways of moving and follow instructions closely. The outside play area is inadequate. Whilst the school has a wide range of large apparatus for children to explore climbing and large play equipment in order to develop their co-ordination and balance, the current play space is too small for this apparatus to be in regular use. The school is aware of this position and has plans to improve the situation during the next school term.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A varied range of practical activities are linked well to other areas of learning.

Commentary

53. Most children enjoy the good opportunities provided to draw, paint and make pictures and models from a variety of media, enabling them to achieve satisfactorily. Children's work is frequently related to other areas of learning. The good opportunities for role play, which the children really enjoy, are used well by all adults to develop the children's language skills and to boost their confidence.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well over time.
- The development of speaking and listening skills is good.
- The subject is led and managed well.
- The on-going assessment of pupils' written work is **variable**.
- Handwriting skills are not sufficiently developed to support writing.

Commentary

54. Since the time of the last inspection, there has been satisfactory improvement. Although standards at the end of Years 2 and 6, have not risen in line with the national upward trend, work seen during the inspection shows that pupils' attainment is broadly average. Standards on entry are below average in communication, language and literacy and although pupils achieve well in reception, standards are still below average in Year 1. In lessons where skilled questioning helps pupils to reason things out and look for explanations or make deductions, pupils show a good level of understanding, which is reflected in the quality of their subsequent written work. Basic skills are well taught throughout the school and overall, pupils achieve well.
55. Pupils are confident speakers who are able to articulate well their ideas and feelings. Throughout the school, pupils generally listen carefully when others are speaking. Effective strategies, such as learning partners with whom they sometimes discuss issues before coming to a decision, give them good opportunities to express themselves.
56. The school is working hard to raise standards of reading by placing a greater emphasis on purposeful guided reading sessions and by developing the reading environment throughout the school. The emphasis on well-planned guided reading lessons is encouraging pupils to read for enjoyment and information. Pupils in Year 2 enjoy reading and are motivated by the wider selection of books available to read. By Year 6, pupils understand that there is a variety of reading skills and know when each is of relevance. They demonstrate good attitudes to their reading by declaring personal preferences for writers and types of text. The refurbished school library, with its range of fiction and factual books provides a satisfactory resource for pupils to use. A number of books are out of date and do not reflect current experiences.
57. Achievement in writing is satisfactory. The school has recognised the need to improve pupils' writing skills, especially boys'. By the end of Year 2, higher attaining pupils punctuate their work accurately and respond well to a range of writing tasks. From Year 3 to Year 6, pupils continue to be given opportunities to write for a variety of purposes. In the best lessons, teachers challenge pupils well and most are motivated by this approach and achieve well. Most pupils can delineate sentences using the common forms of punctuation and some pupils are able to use more complex forms to clarify meaning. The school is aware that from Reception Year, handwriting is not sufficiently developed to support writing and plans are in hand to introduce a new style of cursive writing.
58. Strategic planning ensures pupils' needs in Years 3 to 6 are well catered for through setting, the placing of pupils into classes based on their prior attainment. There is usually sufficient challenge to keep them working independently and productively. Most teachers use assessment well to guide their planning of future work. The assessment of writing has been developed across the school and now needs to become embedded. In most classes,

individual writing objectives are written up, helping pupils when self-evaluating their work. Marking is usually thorough, with clear guidance as to how pupils can improve their performance, though there are some variations in practice. Pupils' progress is carefully monitored. This has a positive effect on not only the attainment of pupils with special educational needs but also their confidence when teaching assistants support their learning. As a result, they learn well. Support for pupils with special educational needs is good.

59. The management of English is good; work is evaluated, pupils' books are monitored, individual pupil progress is closely monitored and informs target setting, and the subject leader and members of the leadership team observe lessons. Leadership is good, with the relatively new subject leader having a clear focus on developing reading and writing throughout the school, in an endeavour to raise standards.

Language and literacy across the curriculum.

60. The school provides enriching experiences for pupils by bringing specialist visitors into school to support the development of English across the curriculum. During the last academic year there has been a poet and theatre groups working with different groups of pupils in school. The use of language across the curriculum is developing satisfactorily in practice, including opportunities in drama, dance, science, humanities, music and art.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are average overall and, although pupils achieve well, their attainment overall is not yet high enough
- Measures have been put into place for further improvement but as yet these have not impacted upon pupil performance sufficiently
- The quality of teaching and learning is good overall

Commentary

61. Standards are average by the end of Year 2 and Year 6 but pupils make good progress in relation to their attainment on entry to school. Teaching is well matched to pupils needs. Those with special education needs are well supported and pupils who are more able are set challenging developmental targets.
62. Pupils aged 7 to 11 are taught in ability groups based upon their previous test results. A whole school initiative is in place to raise standards in numeracy and to improve pupils' concentration skills. There has been a revision of the approach to the teaching of mathematics in line with the recommendations of the National Numeracy Strategy. The revised school scheme of work aims to raise standards across the school and challenge and support pupils appropriately. The work set for pupils varies according to their ability and this helps each individual to be secure in what has been learned and supports further development. A coordinated approach to assessment, pupil monitoring and tracking is now in place. Realistic targets have been set for each pupil in line with their ability.
63. Teachers plan their lessons rigorously and show a good understanding of the subject. Pupils know what is expected from them and understand the purpose of their lessons. Lessons begin with brisk pace which is maintained throughout. Teachers use good questioning techniques to extend and challenge pupils in their learning. Praise and encouragement allows pupils to share their ideas and interact with others.

64. There are some pupils whose behaviour is challenging in each year group. These are managed well, however, and teachers insist upon high standards of behaviour and conduct in lessons. In the lessons observed, all pupils were on task throughout.
65. A wide range of resources is used to support teaching and learning. The final parts of lessons are used effectively to help pupils to revisit what they have learned and to focus upon what they need to do to improve and progress. Work is marked appropriately to support improvement. Homework is set to underpin learning but as yet there is no structured policy for this across the school.
66. The subject is led and managed well by the coordinator who was not responsible for this subject at the time of the last inspection. Good improvement has been made since the last inspection. Management is good and the profile of mathematics within the school has been increased. There is clear, focused vision for development of the subject and steps have been taken to raise standards.

Mathematics across the curriculum

67. Pupils use their mathematical skills well in other subjects as, for example, they use block graphs to record scientific data and include geometrical patterns in work in art and design. Information and communication technology is used particularly well to support pupils' learning in mathematics. The interactive whiteboards are effective teaching aids, which have a positive impact on pupils' learning.

SCIENCE

Provision in science is **good** overall

Main strengths and weaknesses

- By the time pupils leave school their standards in science are average
- Achievement in the subject is good.
- Good teaching means pupils are fully motivated and enjoy lessons
- Good focus on investigative work, teaching pupils to predict and devise a fair test
- Good development of other subjects through science

Commentary

68. When the children enter the school, their standards are below average. During their time in the school they make good progress, particularly in Years 5 and 6. By the time the pupils leave school at the age of 11, standards are broadly average, and pupils have achieved well. This represents an improvement on the position reported when the school was last inspected.
69. One of the main reasons for this good achievement is the good quality of teaching. In almost all lessons the teachers have organised the teaching to suit the needs of the pupils. They are well prepared and have planned the investigative activities well. This was seen to good effect in a Year 5 lesson, in which parents were also involved. In this lesson the older pupils demonstrated the ability to work collaboratively and independently. Pupils' skills as well as their knowledge and understanding were developed well. Teachers demonstrate good subject knowledge, have high expectations and use very good questioning techniques. This was seen in a very good Year 6 lesson, where pupils recalled past work on the parts of a flower. They demonstrated a very secure knowledge.
70. The teachers make good links with other subject areas when teaching science. There was a good example of this in Year 1, where children examined the roots of trees in the playground and compared them with roots of a wide range of potted plants available for their investigation

in the classroom. Developing speaking and listening skills was a high priority in a lesson in which pupils were very active and excited. The teacher had to work very hard to control their exuberance.

71. The subject leader is experienced but relatively new to the responsibilities of coordinating the subject. He has a clear picture of areas for development. Some monitoring of plans is taking place and pupils' test and assessment results are tracked well. Planning for science teaching is clear and the subject is resourced well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Resources are good.

Main strengths and weaknesses

- Pupils' attitudes towards this subject are positive.
- The recently updated computer suite is used well.
- In classrooms, information and communication technology is used to support other subjects but this needs further development.
- There is evidence of computer generated work throughout the school.

Commentary

72. Pupils attain broadly average standards by the ages of seven and eleven. Their achievement is satisfactory. Teachers' planning is good and opportunities are provided for pupils to develop ICT skills to support other subjects. In Year 2, for example, pupils use the Internet to download information on France to support their Barnaby Bear's Holiday in France work. In Years 5/6, computer generated graphs produced by pupils are used to support teaching and learning in mathematics. The Internet is used well to support research across the school. Nevertheless, further links to other curriculum areas need to be developed.

73. Throughout the school, digital photographs and computer generated images and text are used to support the displays of work. This helps pupils in each year group to understand the benefits of becoming computer literate.

74. The leadership and management of the subject are good. The coordinator has a clear view of developmental requirements for ICT across the school. Provision and teaching have improved since the last inspection. There is a computer suite of 16 networked computers and stand alone machines in each class which are also networked. There are two interactive whiteboards, one in Year 3 / 4 and one in Year 5/6. Plans are in hand to provide a further two in Year 3/4. The school has its own website. The coordinator has updated the ICT policy and there is a recent internet access policy. They are good quality policies. A detailed, levelled scheme of work is now followed throughout the school. All staff have received appropriate training. A thorough programme of assessment in this subject takes place half termly.

Information and communication technology across the curriculum

75. Pupils are beginning to use their ICT skills well in other subjects. The introduction of interactive whiteboards has enabled teachers to use the resources of the Internet for whole class teaching in a wide range of lessons. This has a positive impact on the use of ICT in supporting learning across the curriculum, but this is an area where further development is needed.

HUMANITIES

76. In **history** and **geography**, work was sampled. Inspectors examined pupils' work in all years but no lessons were observed. Although this evidence does not form a basis for firm overall judgements on provision across the school, or on standards the following points can be made:

- The standards achieved by pupils in Years 3 to 6 are typical for their age in both history and geography. Achievement is satisfactory and pupils' interest is good.
- The co-ordinators for both subjects are experienced and confident in their understanding of the subjects.
- Pupils develop their knowledge and understanding of a variety of environments, eras (such as the Tudors) and processes (such as the valley of the River Nile). They have relatively few opportunities to develop the skills of fieldwork and handling different kinds of evidence.
- The use of pupils' literacy skills has not improved significantly since the last inspection,
- Well-planned studies of different civilizations, peoples, places and ways of life contribute appropriately to pupils' social and cultural development.
- Pupils' work is regularly marked, but few comments are offered to help pupils to improve. Presentation of work does not always reflect a satisfactory level of expectation, although the quality of display is good.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school policy follows the locally agreed syllabus.
- The teaching of the subject is in a period of transition as the school awaits the new agreed syllabus and possible revision of systems and processes.
- The leadership and management of the subject are satisfactory.
- Pupils' learning is enhanced by visiting places of Christian worship, related to areas of study but this now needs to be extended to include other faith communities.

Commentary

77. Standards in religious education are satisfactory at the end of Year 2 and Year 6 and have been maintained since the last inspection. Pupils in Year 2 understand that people are special and that music plays a significant part in the religious lives and cultures of different communities. This contributes to the pupils' spiritual and cultural development.

78. Evidence has been obtained from the scrutiny of work, displays, discussions and observation of one lesson. Overall teaching and learning are satisfactory but can be seen to have good features. The teaching of the subject is in a period of transition as the school awaits the new agreed syllabus and possible revision of systems and processes. Questioning, tailored to pupils' ability, is effective in developing in pupils, a deeper understanding of the thoughts and beliefs of others. Planning is based on the schemes of work but does not always reflect the needs of the pupils. The assessment of pupils' competences has too little influence on the planning for developing their skills, knowledge and understanding. Pupils' learning is enhanced by visiting places of Christian worship, related to areas of study but this now needs to be extended to include other faith communities.

79. The subject leader evaluates learning through the monitoring of planning and scrutiny of pupils' work. A subject audit has taken place and a preliminary action plan drawn up but the

subject leader is aware that amendments may be needed with the new agreed syllabus. The subject leader is managing this satisfactorily, demonstrating sound leadership.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. During the inspection there was insufficient evidence in **design and technology** to reach a secure judgement on the standards pupils attain, their overall levels of achievement or the quality of teaching and learning. Discussion with the subject coordinator leads to the judgement that the coverage is comprehensive and the leadership and management of the subject is good.

Art and design

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

Main strengths and weaknesses

- Pupils achieve standards above expectations and this subject is a strength of the school.
 - Teaching is good.
 - Pupils show very positive attitudes to art and design work; they enjoy this subject.
 - The subject is managed and led well and resources are good.
81. Art and design has a high profile within the school. Pupils' work is very well displayed and communal areas and classrooms show this to good effect. There are examples of framed prints of work by a range of artists, both classical and modern, such as Van Eyck, Cezanne, Eric Ravilious and David Hockney. This encourages pupils to see good art within their surroundings and stimulates their thinking.
82. Pupils throughout the school make good progress and achieve well. The standard of work produced by pupils exceeds expectations for pupils of this age. A broad range of activities is planned in the curriculum which covers all elements of the subject. Younger pupils produce lively and imaginative work which affords them the opportunity to work on both a large and small scale whilst exploring a wide range of materials and techniques. In Year 2, pupils use close observational drawing and a careful choice of coloured paper in response to Matisse's abstract painting, 'The Snail'. In Year 3/4, work focusing on Van Gogh's 'Sunflower' allows pupils to follow a mixed media theme where close observational line and colour work is extended to collage work. In Year 5 / 6, the 'Spotlight on Picasso' topic focuses on surrealism and cubism. Coloured pastels, pencil, charcoal and paint were used in a skilful and imaginative manner.
83. Pupils' work is of a consistently high standard. A small group of pupils who belong to the Art Club produce work of a very high standard. Their close observation work, drawing every day objects such as shoes, was very well executed.
84. Art and design work is used well to support work in other areas of the curriculum. In the school hall, for example, a display of good quality water-colour paintings of churches supports the Tudor topic followed by older pupils. Tudor friezes in Year 5 /6 classrooms are imaginative and provide pupils with the opportunity to experiment in a wide range of media, including collage, model making and painting.
85. The leadership and management of the subject are good. The coordinator has introduced new schemes of work for each year group and these are structured from Year 1 onwards. A portfolio of work samples is compiled in each year group and is used to monitor progression to ensure that art and design are taught in a systematic manner. Resources are good and well managed. There is an effective development plan for this subject and the coordinator

seeks to lead the subject forward. Plans are in place to establish a programme of out of school visits to art galleries and to work with an 'artist in residence' within the school.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The subject is well led by a teacher with good skills and expertise.
 - Pupils have a wide range of opportunities to develop their skills.
86. The standards attained by the majority of pupils at the ages of seven and eleven are broadly in line with national expectations. Music teaching is generally good, and pupils have the opportunity to learn to play string, woodwind and brass instruments. The school has made satisfactory progress since the last inspection.
87. The subject is led by a teacher with good levels of expertise who has identified a programme of work which teachers, who are not musical specialists, can address with confidence. This was seen to particularly good effect in a good music lesson in which Year 2 pupils accompanied a story by using a wide range of percussion instruments. They worked hard and were excited by their efforts. By the end of the lesson they were confident in performing their own rhythmic compositions.
88. Pupils sing well in class work and in assemblies. The school choir sing well when learning a new song over a lunch break. This promotes pupils' listening skills well and singing in assemblies contributes well to the spiritual development of the pupils.

Physical Education

Only one gymnastics lesson was observed in physical education. This is not sufficient to make an overall judgement on provision for this subject.

Main strengths and weaknesses

- There is a scheme of work which provides good, developmental lesson plans for each year group
- There is a high expectation of pupil behaviour and performance in lessons
- Pupils work well together
- There is a good range of new gymnastics equipment
- The coordinator manages the subject effectively

Commentary

89. In the lesson seen, planning was effective and the teacher's subject knowledge was good. Pupils were encouraged to achieve well and there were high expectations of what they should achieve. Individual pupils were afforded opportunities to demonstrate their practice to the wider group to encourage other pupils to extend their own skills. There was good, brisk pace to the lesson and pupils were provided with a range of experiences to develop their gymnastic ability. Pupils with special education needs were well supported so that their achievement matched the good achievement of the rest of the group.
90. The school hall is well provided with a range of new equipment, such as agility tables, benches, ladders, beams and bars which support the development of physical skills. Each

class in the school is timetabled for one indoor and one outdoor lesson of physical education per week. Netball, football and tennis are taught as out-of-hours activities and there are opportunities for pupils to engage in sporting activities with other schools. Members of a local football team visit the school to run a club one evening each week. There is a dance club and a dance festival is held annually. All Key Stage 2 classes have swimming lessons.

91. The coordinator who has a clear view of how physical education should be developed across the school manages the subject effectively. The action plan supports this well. The closer monitoring of pupils' progress is an item for development, for example. The coordinator has taken part in several training initiatives and has managed whole staff training within the school to increase teachers' competence. All staff are involved in teaching physical education to their own pupils. A new policy for the subject, and a scheme of work which provides supportive lesson plans for each year group, have been introduced.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place
- Good links are made through a wide range of other subjects

Commentary

92. The school has made good provision for the teaching of personal, social and health education and citizenship. Personal self-knowledge awareness is less well developed amongst some pupils but the school is working very effectively to help pupils have a greater understanding of their own feelings and emotions. The pupils' awareness and understanding of spirituality both personally and within the wider world, is satisfactory.
93. The subject is well supported by the school's policy and curriculum planning for personal, social and health education, the development of the school council, the external expertise such as that provided when the Life Education caravan visited school for four days and the achievement of the Eco Schools, silver award.
94. Personal, social and health education opportunities are enhanced by work in other subjects such as English, history, geography, art and design, music and physical education. Pupils are learning about the wider implications of being a citizen and the responsibilities that entails. The Reading Buddies Club where Year 6 pupils support readers in Year 2, develops a sense of responsibility for others, amongst the older pupils. One Year 6 pupil commented that, 'I got her up to gold level and decided she didn't need me any more and got someone else.'

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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