

# INSPECTION REPORT

## COLTON PRIMARY SCHOOL

Colton

LEA area: Leeds

Unique reference number: 107929

Headteacher: Mrs Andy Syers

Lead inspector: Miss Fiona Robinson

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> March 2004

Inspection number: 260666

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	256
School address:	School Lane Colton Leeds West Yorkshire
Postcode:	LS15 9AL
Telephone number:	0113 2647514
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Marie Whyke
Date of previous inspection:	29 <sup>th</sup> September 1998

## **CHARACTERISTICS OF THE SCHOOL**

Colton Primary School is situated in Colton, on the outskirts of Leeds. It has 256 pupils on roll aged from three to 11. This includes 30 part-time boys and 22 part-time girls in the nursery. Pupils come from a wide range of social backgrounds. All pupils speak English as their first language and none are at an early stage of English acquisition. Six per cent are from mixed ethnic minority groups. The percentage of pupils eligible for free school meals is well below the national average. The proportion of pupils with special educational needs is well below the national average. One pupil has a statement of special educational need. The percentage of pupils joining or leaving the school other than at the normal time is average. The school has received the School Achievement Award - 2000, Investors in People Award - 2001, Investors in Pupils Award – 2001, Active Mark Gold – 2002, Artsmark Silver – 2003, Healthy Schools – 2003 and Stephen Lawrence Race Equality Award – 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Lead inspector	Foundation Stage English as an additional language Science Art and design Music
19419	Susan Boyle	Lay inspector	
33087	Jenny Uttley	Team inspector	English Geography History Religious education
4350	Clive Whittington	Team inspector	Special educational needs Information and communication technology Design and technology Physical education Mathematics

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school that provides a good standard of education.** Standards are above average in English, mathematics and science. The commitment of the headteacher, staff and governors to provide for the very good spiritual, moral, social and cultural development of the pupils is a key to its success. The headteacher provides very good supportive leadership that motivates everyone to give of their best and this enables the school to make improvements at a good pace and helps pupils to achieve good standards. A shared vision and high expectations are providing a firm steer to the school's work and good teaching ensures that all pupils succeed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average by the age of seven and 11. They are well above average in art and design.
- The headteacher, staff and governors provide very good educational direction to the work of the school.
- The children get a very good start to their education.
- The school provides very well for the spiritual, moral, social and cultural development of the pupils.
- The school's ethos is very welcoming and caring.
- There is very good enrichment of the curriculum through sporting, musical and creative experiences.
- There are very good links with parents and very good involvement of them in their children's education.

There are no significant weaknesses.

The school has made very good improvements since the previous inspection. Key issues have been tackled very well. In particular, standards in English, mathematics and science have improved significantly due to the school's effective strategies. The school improvement plan is a very effective tool for guiding advancement. The strategies to raise standards in all areas have resulted from rigorous monitoring of teaching and learning by the headteacher and staff. The very effective leadership of the headteacher has also resulted in a rich, stimulating learning environment. The school is well placed to improve still further.

### 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	A	A	A
Mathematics	C	B	C	C
Science	D	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.*

**Pupils' achievement is good.** They enter school with broadly average standards and make good progress in the nursery and reception classes. By the end of the reception year, standards are good with most children meeting, and a significant number exceeding, the Early Learning Goals<sup>1</sup>. They make good progress over time in both the infant and junior phases. They demonstrate good attitudes to learning. Currently, standards are above average in Year 2 in reading, writing,

<sup>1</sup> The goals they are expected to reach by the end of reception.

mathematics and science, and they are very good in art and design. They are good in history, physical education, information and communication technology (ICT) and satisfactory in all other subjects. By Year 6, they are above average in English, mathematics and science and they are very good in art and design. They are good in history, ICT, and physical education and satisfactory in all other areas. Pupils are well placed to meet their current targets in English, mathematics and science. In the 2003 National Curriculum tests, Year 6 pupils achieved well above average standards in English compared to all schools and similar schools. They were average in mathematics and science compared to all schools and similar schools. Pupils with special educational needs and English as an additional language are achieving well in relation to their prior targets and they achieve well over time.

The development of pupils' personal qualities is very good. This leads to the good attitudes and increasing sense of responsibility they display. Their behaviour is good and pupils enjoy coming to school. Attendance is very good and punctuality is good. The provision for the spiritual, moral, social and cultural development of pupils is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Overall, teaching is very good in the Foundation Stage<sup>2</sup>. It was good or better throughout the infant and junior phases. Learning is effective because of good teaching. Pupils respect their teachers and are keen to do their best. Very good teaching was seen in English and mathematics. Excellent teaching was observed in the Foundation Stage, mathematics and PSHCE<sup>3</sup>. No unsatisfactory teaching was seen. The use of assessment is effective, particularly in Years 1 and 2, in English, mathematics and science. The curriculum is good and greatly enriched by sporting, musical experiences and a wide variety of trips and visits. All statutory requirements are met. Partnerships with parents are very good and this enhances pupils' education. Links with the community are good and valuable opportunities occur to celebrate pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance are very good.** The headteacher provides very good dynamic leadership and a very clear vision and focus to the school's work. Teamwork is effective and support staff are used well to support the curriculum. The management is very good. The governors' understanding of the strengths and weaknesses of the school is very good and they are very supportive of the school's work. They have a very strategic overview and conscientiously fulfil all of their statutory duties. They monitor the work of the school very well and have a very good awareness of the impact of teaching and learning on standards. The school provides good value for money.

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

**Parents have very good views of the school.** They are very happy with the quality of teaching, the expectations of staff and the way in which the school is led. Most of their views were positive. Pupils like the school and are happy with the teaching they receive.

## **IMPROVEMENTS NEEDED**

There are no significant areas for improvement.

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<sup>2</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

<sup>3</sup> Personal, social, health and cultural education.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is good in relation to prior attainment. This year, children have entered school with broadly average standards. Standards are above average in reading, writing, mathematics, ICT and science by the end of Year 2 and Year 6.

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

- Children receive a very good start to their education.
- They attain above average standards in reading, writing, mathematics and science in Year 2.
- Pupils attain above average standards in English, mathematics and science in Year 6.
- Pupils achieve well because of the good teaching in school.
- Pupils with special educational needs and English as an additional language achieve well.

#### **Commentary**

1. Children enter reception class with average skills and understanding in all areas of learning. On entry to the nursery, some of them have had speaking and listening difficulties but they make good progress and achieve well because of very good teaching and a very good range of practical experiences available to them. They respond well to very good teaching and make good progress over time in the reception class. Most reach the Early Learning Goals in all areas of learning and a significant number exceed these. This year, the group are broadly average and most are on target to reach or exceed the levels expected for their age. The Foundation Stage is a strength of the school.
2. Overall, standards have risen through the school since the previous inspection. When pupils leave Colton Primary School, at the end of Year 6, their achievement is good in the main subjects in relation to prior attainment. Information and communication technology has been a priority on the school development plan, and a focus for development. Achievement is currently above average because of the good structure in developing pupils' skills.

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

Standards in:	School results	National results
reading	17.7 (17.8)	15.7 (15.8)
writing	16.1 (16.1)	14.6 (14.4)
mathematics	17.4 (18.7)	16.3 (16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards achieved in the national tests at the end of Year 2 in 2003 were well above average compared to all schools in reading, writing and mathematics. There were 27 pupils in the year group. There is an upward trend in attainment, which is the result of very good leadership and at least good quality teaching.



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

Standards in:	School results	National results
English	28.9 (29.3)	26.8 (27.0)
Mathematics	27.0 (28.2)	26.8 (26.7)
science	29.1 (28.5)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year.*

- Standards achieved in the national tests at the end of Year 6 in 2003 were well above average in English and in line with all schools and similar schools in mathematics and science. They are currently on target to meet their targets.
- Inspection findings indicate that standards are above average in English, mathematics and science at the end of Years 2 and 6. This is due to good quality teaching and effective use made of assessment. All pupils, including those with special educational needs and English as an additional language, and the higher attaining pupils are making good progress and achieving well in relation to ability.
- Standards are good in Years 2 and 6 in history, physical education and ICT and pupils achieve well. They attain very well in art and design in Years 2 and 6, due to very good teaching and a well planned curriculum. Standards are satisfactory in all the remaining areas. In religious education, Year 2 and Year 6 pupils' attainment is in line with the expectations of the locally agreed syllabus.
- Individual targets are used successfully to boost standards and improve achievement across the main subjects. This works well in this school. Pupils' progress and achievement are carefully tracked and charted, enabling teachers to set specific targets for pupils of all capabilities. Pupils are fully involved in this process and this means that they are clear about what they have to do to continue to improve. The current Year 2 and Year 6 are achieving well in English, mathematics and science. The main strength in the school's approach lies in making the best use of all the information about how well the pupils are doing and then creating effective teaching styles that enhance learning.

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

Pupils' attitudes and behaviour are good. Personal development, including spiritual, moral, social and cultural development are very good. Attendance is very good and punctuality is good.

### **Main strengths and weaknesses**

- The attitudes and behaviour of children in the nursery and reception classes are very good.
- Pupils make very good relationships with each other and with adults.
- There is a very good emphasis on pupils' personal development.
- Attendance rates are above the national average.

### **Commentary**

- Pupils are keen to come to school and work well. They enjoy and participate well in the clubs, and extra-curricular activities. These attitudes come from their parents' very positive views of the school, and because they enjoy the activities offered by the school. Children in the nursery and reception classes feel very well supported, and because of this, and the provision which is very well matched to their needs, they quickly develop very good attitudes to school. Many pupils retain these very good attitudes as they move through the school.

9. Most pupils behave well, and do as they are told. They are polite and respectful towards adults. Staff have high expectations for behaviour, and pupils respond well to these expectations. They move around the school well. For example, pupils in Years 1 and 2 move classrooms for circle time activities. To do this they have to carry their chairs outside to the mobile classroom, and they do this sensibly and carefully. The behaviour of the children in the nursery and reception classes is always very good. This is because staff are very clear about expectations for behaviour, they have established very effective relationships with the children, and manage them very well. There have never been any exclusions at the school.
10. Pupils are mostly confident and happy to talk to adults. They play well together, and share the playground toys well. Incidents of harassment or bullying are extremely rare and parents are confident that if they occur, they are sorted out quickly and well. The very good relationships seen help those pupils with special educational needs to gain in self-esteem. They feel valued and, as a result, work hard – making good progress.
11. Spiritual, moral and social development are promoted well through discussion in ‘circle’ time. At these times pupils are encouraged to talk about their feelings and how others might feel. In this way, they learn about themselves, and about other people, and how to value themselves and relate to others in ways that are valuing. Pupils know the school code of conduct and are clear about the difference between right and wrong. Pupils learn about citizenship, through the school council and by having jobs that support the work of the school. They carry out their responsibilities well. Those who ran the tuck shop, when the adult who normally helps was unavailable, showed just how responsible they could be, by managing the tuck shop well, and without any help at all. Spiritual and cultural development are very well promoted through the arts, with visitors coming to school to share their skills and talents with pupils. Visits to museums, places of worship and the theatre broaden pupils experiences of their own and other cultures effectively. *Golden Time* gives pupils a rich opportunity to experience a whole range of activities, from music, to baking, developing advanced ICT skills, art skills, football and French. Older pupils enjoy working alongside the youngest children in reception and nursery. Provision for multicultural education has also been developed very well to enable pupils to meet with children from an inner city school. A multicultural week has provided a good focus for multicultural education, with every class adopting a different country to study.

## Attendance

12. Attendance has been consistently above the national average for several years and there have been no exclusions. The school makes firm efforts to maintain this trend. Consequently, parents and children make every effort to arrive on time in the morning and are punctual.

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

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education.

### Teaching and learning

Teaching is good and pupils learn well as a result. This holds good for pupils of all capabilities, including those with special educational needs and those with special gifts or talents.

## Main strengths and weaknesses

- Learning is challenging and exciting because lessons are planned well, tasks are pitched at the right levels and there is a good pace to learning.
- Targets give pupils a clear steer towards improvement. This pushes up standards and enhances achievement for everyone.
- Teachers take care to make sure that pupils have opportunities to be independent, to plan their work and to exercise personal responsibility.
- The quality of teaching and learning in the Foundation Stage is very good.
- There are good systems for tracking and recording pupils' progress and achievement.
- All teachers have high expectations of their pupils' performance and behaviour. Pupils rise to the challenges set for them and work well and concentrate hard.
- Information and communication technology is used well to support their learning.

## Commentary

13. Teaching is enthusiastic and challenging, holding pupils' interest and fully engaging them in their tasks. This makes learning productive and is instrumental in pupils' higher achievement. Lessons are carefully planned and teachers assess how well pupils are doing at regular intervals. This information is used to guide their plans and helps to make sure that pupils' learning is on course. Pupils' own targets clearly identify what has to be done if work standards are to improve. They are motivated to do their best and work hard. The system works well in boosting pupils' achievement and standards across the subjects.
14. There are many planned opportunities for pupils to discuss how they are going to set about their task, plan their activity and decide how findings are to be recorded. Independent learning is promoted successfully across the school and pupils' competence as learners is developed successfully. Teachers' high expectations of pupils' performance and behaviour, alongside good relationships, means that pupils rise to the challenges set for them successfully.

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (12%)	15 (36%)	14 (33%)	8 (19%)	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.*

15. Teaching and learning in the Foundation Stage is very good overall which is a strength of the school. Skills of observation, gathering information, posing questions and solving problems are extended from the start of their time in school, giving pupils a secure base for all their later learning. For example, in an excellent reception class lesson, the children were discussing how to make a long pole to rescue the teddy from the ceiling. They had explored different ways to rescue the teddy without hurting him. As each child reported back, other children asked questions for clarification or made a comment about the activity described. Children were brimming with confidence, listening attentively and with a great deal of empathy for the needs of other children.
16. Foundation Stage staff have an excellent understanding of the most effective ways to make sure that young children learn well and achieve highly. Teaching is brisk and lively, always capturing children's interest. They are encouraged to try hard. Gaps in children's learning are readily identified and tackled straight away because of very effective systems for assessing children's skills, progress and achievement. Parents are fully involved in supporting children's learning, which boosts their progress successfully. A further example of excellent teaching in the Foundation Stage, was seen in the nursery.

### Example of outstanding practice

#### **In an excellent nursery class lesson for a mixed ability group on communication, language and literacy, outstanding teaching resulted in each child making excellent progress.**

The teacher inspired the children from the outset and engaged excellent productive learning. She was an excellent role model throughout the session. The children played in the sand with the wolf, three pigs, straw and sticks as she read the tale of *The Three Little Pigs*. They listened very carefully and joined in with increasing confidence as the story progressed. There was excellent involvement of each child in this small group and they readily answered questions and acted the part of the different animals. They successfully summarised the story at the end of this session. The lesson was inspiring because of the outstanding challenge, pace and content of the teaching.

17. The quality of teaching and learning in the infant and junior phases is good and good use is made of assessment to inform planning. Work is matched well to the ability of all pupils, including those with special educational needs and the higher achieving pupils. By the time pupils reach Year 6 they set themselves time goals to achieve their oral and written tasks. Evaluative skills are developed successfully so that pupils can see success in their learning. An excellent mathematics lesson was observed with a withdrawal group of more able pupils in Year 6. The lesson began with a taped mental arithmetic test devised by the two pupils whose turn it was. The group was then set a series of problems to solve. They worked in pairs or small groups, trying out and discarding various strategies until they found the correct answers. The excellent relationships helped them to become confident and all showed great enthusiasm. The tasks set were challenging and there was much impassioned discussion, some showing real mathematical thought. Time passed too quickly, and all were frustrated when they had to return to their classroom.
18. The teaching of literacy and numeracy skills is good overall in the infant and junior phases. Planning is consistent and staff are confident in teaching the literacy and numeracy strategies. Speaking and listening skills are developed well through the use of skilful questioning and reading is well taught throughout the school. In the teaching of literacy there is good development of target setting. Information and communication technology skills are used well to support learning across the curriculum especially in mathematics, science, art and history. For example, it is used well in science to record results of experiments in investigative work.
19. The quality of assessment is good in English, science, mathematics, ICT and most areas of the curriculum. Teachers mark pupils' work conscientiously and provide pupils with evaluative comments to guide them to improve their work. The headteacher and subject co-ordinators monitor pupils' learning well across the curriculum.

### The curriculum

The overall quality of the curriculum throughout the school is good. Opportunities for curriculum enrichment through the range of extra-curricular activities, together with the number of visits for the pupils and visitors to the school, are very good. Overall the range and quality of resources and accommodation are good.

### Main strengths and weaknesses

- Good provision is made for pupils with special educational needs.
- Good provision for pupils who are gifted and talented.
- Very good provision is made for personal, social and health education.
- All pupils are included – the school placing high emphasis on this.

### Commentary

20. The school's curriculum is broad and balanced and is based on nationally recommended schemes, which the school has adapted effectively to suit its needs. The curriculum meets all statutory requirements, including the provision for sex and drugs education. The quality and

range of learning opportunities provided are good. The National Literacy and Numeracy Strategies are used effectively to teach English and mathematics. The school has been working hard to increase the opportunities for writing in all areas of the curriculum. The key issue for action following the previous report, to improve the use of information and communication technology to support work in other subjects, has been very successfully addressed. Other key issues relating to creative writing and opportunities for drafting written work have also been addressed well.

21. Curricular provision for pupils with special educational needs is good. Pupils with special educational needs and English as an additional language are supported well. Their needs are identified accurately, and their individual education plans have specific targets that are relevant and achievable. These pupils achieve well. Everyone is included in all aspects of day-to-day life at Colton primary School; no-one is left out. The special educational needs co-ordinator is enthusiastic and efficient and is well aware of the strengths and development needs in this area. The school has also identified those pupils who are gifted and talented and meets their needs both in lessons and *Golden Time* activities and lunchtime and after school clubs. These pupils also achieve well in relation to their ability.
22. Provision for personal, social, health and citizenship education in the school is very good. All classes have 'circle' time and pupils' achievements in all areas are celebrated. The school is fully inclusive in all its aspects and various strategies are used to develop pupils' initiative and responsibilities. The school council meets regularly and older pupils are given increasing responsibilities.
23. The curriculum is greatly enriched by the large number of sporting, arts and other activities provided for the pupils. These include running, football, netball, basketball, badminton, art and dance clubs. A very good range of visits and visitors is used very effectively to enhance the curriculum and provide a wide range of learning opportunities. All pupils benefit from these. There are numerous visits to places of interest and visits by theatre groups.
24. The teachers and learning support staff in all parts of the school are experienced and work effectively together to support the pupils' learning and contribute to their good achievement over time.
25. The quantity and quality of resources are generally good, and these are used appropriately. Good use is made of the accommodation, although the hall is too small. The accommodation is very well maintained by the Site Superintendent who carries out his duties in an exemplary manner. The attractive and interesting displays reward effort and enhance learning.

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

The care, welfare, and health and safety for pupils is very good. Provision for support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- Pupils are supported very well.
- The procedures for seeking pupils' views are very good.
- Induction arrangements for pupils are very good.
- There is a good emphasis on pupils' health.
- Relationships are very good between staff and pupils with special educational needs and English as an additional language.

## **Commentary**

26. Pupils are well cared for. The school follows the local authority guidance for health and safety. The person with responsibility has had all the necessary training, and is extremely conscientious in his approach. He monitors arrangements and carries out his responsibilities meticulously. Arrangements for child protection are well established. All staff have had appropriate training, including some governors, and are clear about their role should they have a concern. All pupils say there is a trusted adult they would go to in school. Staff are appropriately trained for first aid and are very clear about procedures.
27. The headteacher greets pupils and parents at the start of the day, and knows all pupils and their families well. She takes a personal interest in pupils, and is very sensitive to their individual circumstances and needs. She works well alongside the learning mentor to ensure that pupils have appropriate, and effective support.
28. There is a very good emphasis on health, and healthy life styles and this area is monitored by a governors' pastoral group. The school lunch and tuck shop are carefully vetted by staff and pupils to ensure appropriate or healthy options. The school council supports this by giving pupils a forum in which they know they will be listened to. This works well because pupils feel that they have a say about what happens in school. There are a wide range of sporting activities which support this emphasis on health. Most staff are positive and valuing in their approach to pupils. They listen to pupils and take an interest in them. Parents are kept well informed of events via regular newsletters.
29. The use of assessment is good in English, mathematics, science and all other areas of the curriculum. There is good involvement for pupils in their learning. They help develop their targets and are fully involved in the monitoring of their progress.
30. Lunchtime arrangements are good, particularly for the younger pupils. There is a very good range of equipment for them. It has been thought about carefully to provide interest, to stimulate and to enthuse pupils. It also supports their social development well by encouraging them to play with each other. There is less for older pupils to do, but they enjoy the lunchtime clubs.
31. Induction arrangements to the nursery are very good. They are very thorough and sensitive to parents' and children's individual needs. Arrangements for children transferring to the reception class involve the learning mentor, and are similarly very well thought out. Parents are very satisfied that those arriving at other times settle well.
32. Relationships are also very good between staff and pupils with special educational needs and English as an additional language. This helps to ensure that they make good progress. Levels of support are effective, with pupils generally supported within the classrooms.

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

The school has established very good links with parents. Links with the community and with other schools and colleges are good.

## **Main strengths and weaknesses**

- Parents views of the school are extremely positive.
- There is very good support from parents for the work of the school.
- The school listens to parents and values what they say.

## Commentary

33. Parents are extremely positive about the school. The headteacher sets a very good welcoming tone, she is very approachable, listens to parents and acts upon what they say. Parents feel that their children are well supported, and concerns are dealt with well. The confidence that parents have in the school informs their very positive views. The nursery, through its routines and ways of involving parents, quickly establishes the relationship with parents as one of partners in learning.
34. The school consults parents well and listens to what they say. It has a long established tradition of annual questionnaires, and has adapted policy in the light of parents' comments. An example was a change to the format of pupil reports in response to parents' requests.
35. Parents support the work of the school very well. All parents attend parent-teacher consultation evenings, and parents help their children with homework. Targets are also successfully shared with parents. They enjoy helping in school and accompanying children on visits. Of particular note, is the very good support that parents give to extra-curricular sport. Staff are very appreciative of the help from parents and welcome them into school. The parent-teacher association works hard and raises a great deal of money for the school. The money is used well, at this particular time it is being used to help to restock the library. The school has identified the need to provide additional curriculum information of a practical nature to help parents to support their children with learning at home.
36. The school uses its local community well. Visitors such as the local police support pupils' personal development well. The school drew very effectively on local businesses to support health week.
37. Links with other schools are good and developing well. Through its involvement with other local schools called *The Family of Schools* the school has benefited by having increased funding and resources. The specialist status of local high schools has already impacted, with pupils having enhanced opportunities for drama, sports and a modern foreign language. Transfer arrangements are good and now involve the learning mentor. Teachers visit from other schools to observe innovative practice. The school's link with another primary school is used well to support multicultural education.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. Governance is also very good.

### Main strengths and weaknesses

- The very good leadership of the headteacher and key staff.
- Governors are closely involved with the school. They help to shape the way forward and are fully aware of the school's strengths and weaknesses.
- The management of the school is very effective because its systems for evaluating its work are rigorous.
- The Foundation Stage is managed very well.
- Standards, achievement, teaching and learning are monitored well by the headteacher and key staff. This means that the school moves forward well.
- The many strengths of the school, alongside its above average standards, show that the school is providing good value for money.
- The leadership and management of pupils with special educational needs are highly effective.

## Commentary

38. The headteacher provides very good dynamic leadership and a very clear vision for the school's work. The headteacher, her team and the governors have a clear goal. This is to ensure that every pupil achieves his or her personal best in all aspects of school life. They are successful, and this is a significant improvement. The school is popular with parents and pupils. This is because parents and pupils value the family atmosphere of the school. Everyone is valued and included in the day-to-day life of the school, and care for the pupils is at the heart of its work.
39. The strong leadership of the headteacher has led to the successful development of a very supportive staff team. Together they are fully committed to making good provision for the all-round development of pupils. A positive, purposeful ethos has been created. Key staff lead and manage their areas with commitment and enthusiasm and they are very effective in their roles. Monitoring of the core subjects is rigorously carried out by the headteacher and key staff. It is clearly linked to setting targets for the staff that are linked to performance management. There are very effective systems to support staff new to the school. Target setting has been established in the core subjects. The teachers set challenging targets for themselves and their pupils, and these act as a focus for driving up standards and improving the quality of the school's work.
40. Governors are very competent and extremely capable, and they are fully involved in moving the school forward. Regular visits enable them to get to know the school well. The high quality written and verbal reports they get from the headteacher means that they are well placed to fulfil their role as a critical friend, challenging the school's decisions when this is necessary. Financial systems are well run and efficient, and the budget is a strong vehicle to drive the school's improvements forward. Planned savings are specifically targeted towards improvements in the accommodation and resourcing.
41. The leadership and management of pupils with special educational needs is highly effective. The special educational needs co-ordinator is highly committed and very well organised. Pupils with special educational needs are identified early and this has a positive effect on their progress. Pupils who are gifted and talented are identified in art and design, music and sports and their needs are met well through clubs and *Golden Time*. The team approach to managing the work of these pupils means that they achieve highly, to the best of their capability.
42. The school has very good procedures and very effective systems for financial planning. Finance has been used very effectively to resource the work of the school appropriately and thoughtfully. Governors have very effective financial oversight of the finance and budget and all decisions about spending are linked efficiently to the School Improvement Plan. The principles of best value are responded to very well through this careful monitoring. The school provides good value for money.

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

Income and expenditure (£)	
Total income	455,290
Total expenditure	462,570
Expenditure per pupil	1,840

Balances (£)	
Balance from previous year	32,220
Balance carried forward to the next	24,940



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

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

43. The provision for children in the Foundation Stage is very good, and is one of the school's main strengths. This is an improvement since the last inspection. Children start school at the beginning of the school year they are three. Most of them have average skills and understanding when they start school, but this can vary year on year. In nursery, children are taught in morning and afternoon groups by one teacher and one nursery nurse. In reception children are taught full time by one teacher and two teaching assistants. Teaching is very good and the children achieve well. Very good systems identify how well the children are doing, so that right from the start of their time in school they get suitable support that helps their learning to speed up rapidly. Work is very well planned and pitched at the right levels for the children's capabilities, and the whole curriculum is planned around the Early Learning Goals. Parents are fully involved in helping their children and they are very pleased with what the school provides for them.

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

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

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

- Children's achievement is good because of very good teaching.
- Children's confidence and independence are promoted very well.
- Relationships are very good and children are keen and eager to learn.

#### **Commentary**

44. There is a strong emphasis on developing the whole child and this means that most children are on course to exceed their Early Learning Goals by the end of the reception year. Both the nursery staff and reception year staff know the children very well and very good systems for tracking children's progress mean that children's development is kept well on course. Routines are well established so that the children feel safe and confident, and no opportunities are missed to praise children's independence and to reward them. Children in reception and nursery are well used to taking turns with their equipment and toys. They are sensitive to the needs of others especially when they are talking about places that are special to them or playing games. Adults are very good role models, ensuring that all children know what is expected of their day-to-day lives in the reception and nursery classes. The sheer delight and fun shown by the children when they were going on a bear hunt in reception, was a good example of all children enjoying and appreciating that learning can be fun.

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

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

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

- Achievement is good.
- Children are developing a love of books and literature. They are making a good start with reading.
- High quality teaching and an interesting and stimulating curriculum, mean that children's skills are developing well in both nursery and reception classes.

## Commentary

45. Most children are on course to exceed their goals in this area of learning by the end of the reception year. Speaking and listening skills are a focus right from the start of nursery. Children have many opportunities to share their ideas, ask questions and enjoy songs, rhymes and games in both reception and nursery classes. Learning is fun and enjoyable. Staff are adept at asking questions that extend and challenge the children's imagination. For example, "Sam the Bear's been up there in the roof for a long time. How should we treat him?" The reception children decided he should be treated kindly and perhaps go to the hospital. Books are enjoyed and children listen attentively to stories and letters. Reading skills are good in reception because children are taught a range of strategies which help to develop fluent reading. Most children are able to write their name and the higher attaining children can also write short sentences using a capital letter and a full stop.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Children's achievement is good because teaching and learning are focused on developing children's skills through a well structured and practical curriculum. As a result, children achieve well.
- Every opportunity is taken to promote children's mathematical development.

## Commentary

46. Most children enter reception with the levels expected for their age. All children, including those with special educational needs are making good progress in relation to ability in both the nursery and reception classes. As a result, children achieve well and most of them are on course to exceed their Early Learning Goals by the end of the reception year. Teaching and learning are very good. Teachers plan a very good range of interesting activities to promote mathematical understanding. Children can count to ten and beyond, name shapes, complete sequences and use comparative language accurately. They are engaged by lively activities such as number bingo, matching games and practical tasks. Every opportunity is taken to encourage children to count and order as they arrange their counters, animals and coloured teddy bears and look at books and give out materials. The children are enthusiastic and confident in both the nursery and reception classes. The very good teaching, which embeds mathematics and problem solving in every day life, gives a solid foundation for later learning.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children have a good understanding of the characteristics of living things and their early scientific thinking is well developed.
- They achieve well because of very good teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Very good use is made of visits in the local area and visitors.

## Commentary

47. Teaching and learning are very good in both the reception and nursery classes and all children, including those with special educational needs, make good progress. Children's knowledge and understanding of the world in the reception class meets expectations for their age, and is good

in the scientific area of learning. They have a secure understanding of the needs of living things, and know that the freshly hatched chicks *Gold* and *Silver* need water, heat and shelter to survive. Both nursery and reception class children thoroughly enjoy walks around the grounds to identify and examine living things in their environment. Very good interaction between the staff and the children encourages them to think and talk brightly about their findings. Most children use computers competently by the time they reach reception and co-operate well when matching numbers, identifying shapes and drawing pictures. Nursery children enjoy investigating materials using senses such as touch, sight and smell. They have enjoyed growing and caring for plants. They can talk about the purpose of their models and can give a floor robot simple commands. Reception children have designed and made models and parachutes and ladders to rescue Sam the bear with. Computer skills are well taught on a daily basis and staff build up the children's confidence in using the computer. As a result, they have very positive attitudes and display equally good skills. Very good use is made of trips and visitors to enrich the curriculum. For example, the reception class children made attractive African beads in multi-cultural week. Festivals such as Harvest, Diwali and Chinese New Year are celebrated.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children move confidently on outdoor play equipment.
- Children use small tools and equipment well.
- They are well co-ordinated and move about confidently.

### **Commentary**

48. Most children's physical development meets expectations for their age and exceeds expectations in the case of a significant minority in both the reception and nursery classes. Children achieve well and make good progress due to very good teaching. They are confident and well co-ordinated as they move around the classroom and school. They use space well during physical development lessons. They move thoughtfully in response to music and enjoy exploring going 'on,' 'over,' 'under,' and 'through' apparatus. They show a clear understanding in reception that exercise is good for them. Most children control equipment such as pencils and crayons carefully and accurately. They use tools and equipment well. Children have very good opportunities for outdoor play and very good use is made of the outdoor classroom.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children enjoy music and singing.
- They achieve well because they are taught very well and experience a wide range of creative activities.
- The imaginative play area is used well to encourage children's creative response.

### **Commentary**

49. There are daily opportunities for children to develop creativity. Children have good access to a very good range of materials, with many opportunities to paint, draw and make models. Teaching is very good and most children are on course to achieve their learning goals by the end of the year and a significant minority are on course to exceed these. Children in reception have painted their footprints in the big desert, and animals that go in water. These paintings are

attractively displayed in their art gallery. They have also depicted their skeletons out of straws. Nursery children enjoy painting pictures of themselves and create wonderful models. The imaginative play area includes an outdoor office and an indoor shop which they enjoy playing in and purchasing materials.

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

### **English**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards in English are good and have improved significantly due to good teaching and learning.
- Good standards in writing are a result of a whole school focus.

### **Commentary**

50. Inspection evidence shows that standards in English across the school are good and are above national expectations in both Years 2 and 6. Standards in reading and writing are well above average in the 2003 National Curriculum tests in reading and writing for Year 2 when compared to all schools. Standards at Year 2 are well above average in reading and above average in writing when compared to similar schools. In the 2003 National Curriculum tests, Year 6 pupils achieved well above average standards in English compared to all schools and similar schools. With a significant number of pupils achieving at the higher Level 5, these results in Year 6 exceeded the schools' own English target.
51. The main contributing factors to this continuing rise in standards since the last inspection have been better planning, improvements in assessment procedures and teachers involving pupils more effectively in writing for different purposes. The school is working hard to meet the needs of the higher achieving pupils through ensuring that work is matched well to their ability, and teaching the higher achieving pupils in Year 6 separately at least once a week.
52. Pupils enter Year 1 with attainment that is above average. During Years 1 and 2, they make good progress, increasing their vocabularies and knowledge of writing styles. Most write and read captions well and follow written instructions with increasing skill. Pupils with special educational needs and English as an additional language are achieving well in relation to their prior targets and they achieve well over time. Achievement is good for all pupils.
53. Pupils speak clearly and use a wide vocabulary. Throughout the school, teachers create a climate where speaking and listening can take place successfully. In discussion and conversation pupils are confident. Pupils in Year 1 give good oral responses for adding captions to toys. By Year 6 pupils are able to express ideas using a variety and range of vocabulary in discussions. This indicates that pupils in Year 2 and Year 6 are currently attaining standards that are above average. All pupils achieve well in their speaking and listening skills.
54. The teachers pay close attention to the development of reading. There are daily focused reading sessions. Consequently the pupils increasingly develop reading strategies and continue to build on these through regular reading in literacy and across other subjects. Most pupils enjoy reading and receive strong support from home and regular help and encouragement in school.
55. Standards in writing are good and have improved significantly since the last inspection due to the schools' effective strategies. There is now a wider range of opportunities for pupils to write for different purposes. Year 6 pupils can write a biography and refute an argument. Year 2 pupils write invitations and recount events in their own life and in the past. A school focus on

writing provides good opportunities for all pupils to develop the skills of a writer, including drafting text and using word-processing skills. Pupils make good progress in the basic skills of spelling, punctuation and grammar. Most pupils achieve very well. Teachers try to ensure that sufficient challenge is provided for the more capable pupils. Occasionally, for some more capable pupils in Years 1 and 2 the challenge to "have a go" in spellings is countered by the need for words to be correct. This can inhibit some attempts and progress.

56. The quality of teaching and learning across the school is good. Teachers plan effective lessons which stimulate and extend learning. They set work with an appropriate challenge and expectation for all. A notable feature of the teaching is the good use of support staff. Pupils can produce good quality handwriting and maintain this standard of presentation in written work where the good examples and high expectations are set by the teacher.
57. Common features of the better teaching are good subject knowledge, well-prepared lessons where the literacy framework is used as a basis for the planning, and making good use of the sessions at the end of the lesson to assess learning and indicate future goals. Where assessment is used effectively to plan and match future work to meet the needs of all pupils, then progress and achievement is good. Good quality marking, uses helpful comments to identify areas for development and set pupils' achievable targets. This raises expectations for all. Good evidence of this support is provided by the Year 6 writing mentors and in additional writing groups led by the headteacher. Teachers and support staff have good relationships with the pupils and support them in working independently and in groups so that they do well.
58. The co-ordinator provides effective leadership and management. The National Literacy Strategy is used effectively to raise standards across the school. Rigorous procedures are in place to monitor teaching and learning effectively. Since the last inspection there has been very good improvement in English, especially in raising standards and the quality of teaching.

### **Language and Literacy across the Curriculum**

59. Language and literacy are developed well across the curriculum. Many opportunities are in place, for example, in menus for the Healthy Eating project, and in ICT; in history, pupils write leaflets on life in Ancient Egypt.

### **MATHEMATICS**

Provision for mathematics is **good**. All key issues from the previous inspection have been addressed successfully.

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

- Weaknesses were found in the subject during the previous inspection. None were found this time.
- The overall quality of teaching and learning is good and, as a result, achievement is good.
- Good provision is made in most classes for the more able pupils.
- The pupils' positive attitudes to learning ensure good progress is made.

#### **Commentary**

60. Standards in mathematics at the end of Year 2 are above the national average and are still above at the end of Year 6. The test results in 2003 showed that the average standards of seven year old pupils were above the national average and those of 11 were in line. There has been an improvement made since then, especially in the junior classes. There are no significant differences over time between the achievement of boys and girls, those with special educational needs or pupils from different ethnic backgrounds. All achieve well within their different ability levels.

61. At the time of the last inspection, mathematics was found to have weaknesses which included a lack of opportunities for investigative work and problem solving and deficiencies in assessment. All these weaknesses have been fully addressed.
62. The standard of teaching is generally good, with many lessons very good and one excellent Year 6 mathematics session with the higher achieving pupils. In most lessons observed, all pupils were given work that was planned effectively to ensure good (and on occasion very good) progress in their learning. Some lessons are imaginative and exciting. During a lesson in Year 4, for example, where pupils were developing multiplication skills, no opportunity for learning was missed. This was because the teacher used a variety of methods, had high expectations and valued the different strategies the pupils found. As a result, all were confident learners, and the most able pupils were working at a high level. The overall quality of assessment is good. Group and individual targets have been introduced to ensure that all pupils know what they must do to improve.
63. Pupils' attitudes are generally good, and in the best lessons, very good. Because of the high quality of teaching, they are interested in the subject and try hard. They co-operate and work constructively together, sharing ideas and learning from each other.
64. There are many good quality numeracy displays in all classrooms. The best include: repeating patterns in Year 1, graphs in Year 2 and Year 5, work on capacity in Year 3 and patterns based on different numbers in Year 6. The quality and quantity of resources are good and these are used effectively to raise standards. Very good links are made with ICT and numeracy across the curriculum.

### **Mathematics across the curriculum**

65. Numeracy has been developed well in other subjects. In science, for example, pupils use a variety of graphs to present information. Data handling skills are well developed in ICT and symmetry in art and design.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are above average at the end of Years 2 and 6.
- There is a good range of science activities with a strong focus on investigations.
- Good teaching and effective learning all contribute to good achievement.

#### **Commentary**

66. The above average standards and achievement seen at the time of the last inspection for Years 2 and 6 have been maintained. The quality of teaching was satisfactory at the time of the last inspection and is now good. The school has worked hard to improve the breadth of pupils' experiences in science, and it is successful.
67. The science curriculum is good with a strong focus on investigations. Pupils are gaining valuable experience in formulating hypotheses and designing fair tests. Examination of pupils' work and discussion with them shows that investigative skills are developing well. Pupils throughout the school are developing a good understanding of fair testing.
68. Tasks are carefully planned and well thought out to engage the pupils' interest. For example, in one lesson the Year 1 pupils were extending their understanding of *Forces*. Pupils quickly understood whether 'push' and 'pull' movements were needed. They also identified that the 'roughness' or the 'smoothness' of different surfaces affected the speed of movement. The

teacher's questions were carefully structured to extend pupils' knowledge and to check out their understanding. Higher attaining pupils extended their learning well by working out that the higher their slope the faster their toy cars went down. This in turn led to an exploration of fair testing as to whether a push or a pull was needed. Teaching was good and pupils achieved well in this lesson.

69. Good teaching and effective learning also contribute to the good achievement in the junior phase. By Year 6, pupils are good at making predictions and conducting a fair test. They have a good knowledge of liquids and solids and co-operate well with one another when designing a fair test, as evidenced in a Year 6 lesson based on learning more about dissolving. The teacher had a good knowledge about the subject and used this effectively to explain the scientific principles in a way that pupils understood. The quality of planning is good and activities are matched well to pupils' ability. There is good use of assessment to inform planning and as a result, pupils have a good understanding of how they can improve.
70. The management of the subject is good. With good systems in place to monitor and improve the provision, the school has a good capacity to improve further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **good**. The key issue from the previous inspection has been addressed successfully.

### **Main strengths and weaknesses**

- The subject was found to be unsatisfactory at the time of the previous inspection. Provision is now good.
- Standards are high throughout the school.
- Very good use is made of ICT in other subjects.
- Very good use is made of the ICT suite.

### **Commentary**

71. At the time of the last inspection, although standards and progress in ICT was found to be satisfactory, a key issue was identified. This was to improve the use of ICT to support work in other subjects. This has been successfully addressed, and is now a strength. Standards in ICT are now above the national expectations throughout the school. This represents good, and in many cases, very good, improvement.
72. The ICT suite is used effectively to ensure that all pupils gain a good knowledge of the subject. The quality of teaching is generally good. Lessons are specific, and all achieve well. Pupils' attitudes are very positive and all try hard. Teachers and other adult helpers provide good support. The facilities in the ICT suite are used well by teachers to demonstrate to a whole class what they want pupils to do. As a result, pupils respond well and put into practice what they have been shown. Areas of the curriculum that have not yet been covered are planned through the school's links with the City Learning Centre.
73. Assessment sheets have been devised for all areas and all levels, and staff use these effectively to record progress. There is a highly effective co-ordinator, who has built up the resources to enable all staff to use ICT within their subjects. Pupils use the digital cameras confidently to record what they have done. There is an ICT Club and pupils have had a valuable residential experience where they were introduced to a wide range of challenging activities.

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

74. ICT is used well to support learning across the curriculum. In mathematics and science, for example, pupils use a variety of graphs to present information. Pupils also create colourful

patterns and pictures in art. There is much evidence of word-processing in literacy lessons and computers in classrooms are used effectively. One very good example of this is in Year 2, where pupils were using a computer program to draw highly detailed pictures of the *Great Fire of London* – very effectively linking art and history with ICT.

## HUMANITIES

In humanities work was sampled in **history** and **geography**. Lessons could be observed only in history. It is therefore not possible to form an overall judgement about provision in geography but provision in history is good.

### Main strengths and weaknesses

- Standards of work seen in history and geography are above average in Years 2 and 6.
- Quality of teaching and learning is good or better in history.
- A variety of methods and resources engage and stimulate pupils' interest.
- There is some very good use of planning and support staff in Years 1 and 2 in history.
- Good use is made of visits to stimulate and interest pupils' knowledge in their locality.
- Displays and regular use of local and world maps, are widening pupils' understanding of places in the world.

### Commentary

75. There is every indication from pupils' work and discussion that standards are above average in history in Years 2 and 6. Achievement is good. This is due to the interest and enthusiasm of both the teaching staff and pupils.
76. In history, the quality of teaching and learning was good or better in the lessons seen. A wide variety of methods and resources are used effectively to engage and stimulate pupils' interest. Pupils in Year 2 participated in role play, and made good use of ICT to support their learning about the *Great Fire of London*.
77. Teachers and well-informed support staff together plan very effective lessons which stimulate and extend all pupils' knowledge, skills and understanding. Historical skills are developed in Year 1 with pupils comparing old and new toys. Good questioning techniques in Year 4 provide opportunities for pupils' to develop their skills of interpreting pictorial evidence. The most effective teaching is where the learning intention, rather than the activity is the focus. The use of literacy skills to promote learning in history is good. Staff are providing higher attaining pupils with further challenge and opportunities for independent research. Good links are made with other curriculum subjects, including art and design.
78. Clear educational direction is provided for the subject. The school has a programme of visits which enriches pupils' historical studies of the Victorians and life in the Second World War. A scheme of work supports teachers' planning and there are suitable arrangements for recording pupils' achievements.
79. No lessons were seen in geography during the inspection and so it is not possible to make a judgment about the quality of teaching. However, a scrutiny of work indicates that standards are good in Year 2 and Year 6. All pupils, including those with special educational needs, make good progress in the development of geographical knowledge of people, places and environments. In every class, when a pupil goes on holiday they take their class cuddly toy with them. This enables all children to learn about other countries and places, while creating a sense of personal involvement for them. For example, *Flopsy* the dog and *Spike* the chimp accompany Year 3 pupils and *Tickles* the gorilla goes on holiday with Year 4 pupils, complete with appropriate clothes, passports and toothbrushes. The children also write good accounts of their visits to share with their fellow classmates.



80. Teachers in Years 1 and 2 make good use of the school and the local area to develop pupils' geographical language. A range of visits are made further a field to extend junior pupils' knowledge of contrasting localities, for example, to Leeds and Robin Wood. As a result, Year 6 pupils write and talk confidently about their experiences. Year 3 pupils use ICT effectively to design their own school, whilst exploring their likes and dislikes of the school environment.
81. The geography co-ordinator provides good leadership and management. She has a good overview of the areas for future development and the improvements which have been made and monitored since the last inspection.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The quality of the curriculum is good.
- Staff confidence in the subject is growing.
- Good use of visits and visitors to enrich the curriculum.
- The subject contributes well to pupils' spiritual, moral, social and cultural development.

### Commentary

82. Standards in Years 2 and 6 meet the expectations of the locally agreed syllabus. There is a good scheme of work in place. From evidence based on discussions with pupils in Year 6, they have sound knowledge of the main world faiths and are able to name some major festivals. Since the last inspection there is evidence that some pupils record their work in more detail, with Year 1 pupils writing about the groups which they belong to. In addition, pupils in Year 6 have valuable opportunities to develop and express their opinions in lessons. Pupils literacy skills have been well incorporated into lessons and the quality of their written work has improved since the time of the last inspection.
83. A range of useful visits, such as to the local mosque; and visitors, including local clergy; support the work of the school in teaching the children about the major world faiths. Staff confidence in teaching the subject is growing, and their work in religious education serves to clarify and affirm the values of the school.
84. Teaching is effective overall. Lessons are well planned and pupils respond well and listen carefully. Good use is made of resources and artefacts to support pupils' learning. The subject contributes well to their spiritual, moral, social and cultural development. The subject co-ordinator is providing clear educational direction for work in this area.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Only one lesson was seen in each of the following subjects: **art and design** and **music** and three lessons in **physical education**. No lessons were seen in **design and technology**. It is not therefore possible to make a firm judgement about overall provision; however, the evidence indicates that it is very good in art and design and physical education, and good in music and design and technology. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they have learnt in art and design and music, and looked at pupils' work.
86. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is varied and very interesting. This is very much improved to that at the time of the last inspection. This lively approach was evident in a very good mixed age art session viewed during 'golden time.' A group of talented infant and junior artists were busy designing a poster on *bullying* for a competition. They concentrated very hard as they perfected

their designs. The pupils then collaborated very well with their partners to praise and evaluate each other's work. Teachers and teaching assistants support all pupils, including those with special educational needs, very well in their learning. Displays are very bright and colourful and the subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils.

87. The curriculum is broad, balanced and relevant. It is enriched by wonderful experiences such as 'multi-cultural' week. Year 6 pupils made very good quality African pottery masks, while Year 3 and Year 4 pupils worked with an artist in residence to produce a colourful high quality printed cotton African wall hanging. There is good use made of ICT to support pupils' learning and older pupils really enjoy visiting art galleries on the website. They enjoy clay work, three-dimensional art, collage and observational drawing. Year 1 pupils looked at Van Gogh's painting of sunflowers before painting in his style. Some of the children chose to sponge the background to add effect. They decided to use cotton wool buds, lolly sticks and glue sticks to create different textures. The standard of their work was very good. Standards are well above average by Year 2 and Year 6. Year 2 pupils looked at a wide variety of shoes and practised their sketching skills before producing very good observational drawings. Year 6 pupils studied painting such as *Boatscape* by Andre Dermain and *The Skiff* by Renoir and photographs of landscapes before completing some high quality landscape paintings. Some excellent observational drawings of hands have also been produced by the gifted and talented in the lunchtime art club and a very good pottery plaque of houses has been made by pupils in the After School Pottery Club. Pupils, including those with special educational needs, achieve very well according to work examined. The co-ordinator is providing very good direction for work in this subject. Pupils progress is monitored very well across the school.
88. In **design and technology**, it is evident from teachers' planning and examination of photographic evidence and displays that pupils are gaining good experience of using a wide range of materials and techniques. They are also developing steadily the expected subject skills through designing and making a variety of products. For example, junior age pupils have designed and made structures, games, photo frames and moving cards. Standards are in line by Year 2 and Year 6 and all pupils achieve well, including those with special educational needs. It is clear that pupils are used to evaluating their own work and that of their classmates. They enjoy their work.
89. In **music**, pupils were only observed in a Year 4 lesson taken by the co-ordinator. However, the whole school was heard singing enthusiastically in assemblies. For example, they sang *Think of a World without any Flowers* with enthusiasm and confidence. They had full awareness of breathing, diction and dynamics. The standard of singing is good across the school and composition work is also of a good quality. The quality of the curriculum is also good and the subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Music is taught in most of the junior phase by the subject co-ordinator. Her very good subject expertise and her skilful development of pupils' musical skills help pupils to develop their singing, listening and appraising and composition skills. All adults, including the teaching assistants, support pupils well in their learning. In the one lesson seen, Year 4 pupils were gaining a good understanding of beat. They listened to and responded well in movement to an excerpt of music entitled *Canon* by Pachelbel. They had great fun as they reinforced these skills as they played the *Shoe and Tempo* game. Valuable opportunities were also provided for them to practise, refine and perform their dance. All pupils achieved well, including those with special educational needs. Good cross-curricular links were evident through examining the planning.
90. Standards are above average in singing and listening and appraising composition work by Year 2 and Year 6. The co-ordinator is providing good, clear educational direction for the subject. Concerts and performances such as taking part in *Oliver* and *Joseph* contribute well to pupils' overall musical experience. Junior age pupils are given valuable opportunities to study instruments such as the saxophone, cornet, flute and keyboards. There have been good improvements since the previous inspection in terms of higher standards; good multi-cultural resources and the good quality of the curriculum.

91. Although the full range of curriculum areas in **physical education** were not inspected, evidence from the co-ordinators' files and a comprehensive collection of photographs show that standards are above average throughout the school. All pupils are taught to swim and, by the time they leave the school, most are confident swimmers. There is a very extensive range of extra-curricular activities which include netball, badminton, basketball, running, football, gymnastics and dance; and an equally rich selection of visitors and visits (one of which is residential). During the inspection these included a professional basketball and a national hockey coach, both of whom made a very positive contribution to the pupils' development. The school has deservedly been awarded an *Active Mark Gold* for "Promoting the benefits of physical activity and school sport".
92. The standard of teaching is good, and often very good. An excellent lesson was seen in basketball and pupils made very good progress in developing their basketball skills. Skills are taught well in all lessons and good progress was obvious in every lesson seen. The very good relationships boost confidence and all pupils are encouraged to do their best. All are keen, and attitudes to the subject are very good. Even the youngest pupils are given responsibilities and put out the apparatus with great care.
93. The subject is very effectively managed by two wonderfully enthusiastic co-ordinators who ensure that the subject retains a high profile.

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

Provision in PSHE and citizenship is **very good**.

### **Main strengths and weaknesses**

- Provision is planned very well into the curriculum.
- Cross-curricular links are clearly identified.

### **Commentary**

94. The arrangements for PSHE, including drugs education, are very good. The programme of work is taught through circle time, religious education, music and science. Pupils' citizenship skills are developed very well and this area contributes very well to pupils' spiritual, moral, social and cultural development. The arrangements for drug and health education are very good. The school sees pupils' personal development as an important part of its work. Pupils learn about the importance of a healthy diet in science. They also learn about the effect of exercise on their bodies in both physical education and science. The programme helps pupils develop a safe and healthy lifestyle. They gain confidence and interact very well with others. Personal, social and health education also makes valuable links to history in exploring social interests and conditions of former times.
95. The very caring school ethos supports pupils' personal development and the regular use of 'circle time' provides good opportunities to share feelings and to discuss different topics. During an excellent circle time session, a few pupils in Year 4 shared their problems with the whole class. Everyone thought carefully about these and a number of pupils made tentative suggestions. There was no giggling or embarrassment and all showed that they cared for one another. The lesson very effectively raised pupils' confidence and self-esteem. These sessions are effective in building the pupils' confidence and enabling them to share their feelings with others. As pupils get older, they are given increasing responsibilities, preparing them well for the next stage of their education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).*