

INSPECTION REPORT

HOLLYWOOD, THE COPPICE PRIMARY SCHOOL

Hollywood, Birmingham

LEA area: Worcestershire

Unique reference number: 116777

Headteacher: Mr M A Slater

Lead inspector: Mr D J Halford

Dates of inspection: 23 – 26 February 2004.

Inspection number: 260696

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:	458
School address:	Shawhurst Lane Hollywood Birmingham Worcestershire
Postcode:	B47 5JN
Telephone number:	01564 826709
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Bullivant
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

Hollywood, The Coppice Primary School is a large school, which shares a campus with its neighbouring High School. Its pupils come from a wide area, and most are from moderately advantaged circumstances. Children enter the Nursery at the start of the term after their third birthday. The majority of children enter the Nursery with widely ranging levels of skill and by the end of the Reception Year most children demonstrate skills which are expected for their age. Very few pupils come from ethnic minority families and are at an early stage of English language acquisition. The school has a small number of pupils from travelling families. 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 with few children leaving the school without completing their primary education there.

The school has received many awards, including the Active Mark Gold Award (2002) and Investor in People (2003). The school is presently working on the Healthy Schools and Eco-Schools Initiatives. The school is also currently involved in a number of national initiatives, including the Family Literacy Programme and additionally involved as an Early Adopter of the School Workforce Reform Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	Mr D J Halford	Lead inspector	The Foundation Stage Curriculum Mathematics Science Art and Design Music Religious Education
19431	Mr J D Holmes	Lay inspector	
23751	Mr J Fairclough	Team inspector	Special Educational Needs Information and Communication Technology Design and Technology Physical Education
27777	Mr R L Greenall	Team inspector	English English as an Additional Language Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school striving for excellence. In it, pupils are cared for very well, feel very secure and achieve well. Pupils' standards of work are above average in English, mathematics and science. Aspects of physical education are outstanding. The teaching is good overall, and frequently very good, and this has a positive impact on the pupils' learning. The curriculum is broad, very rich and diverse. The school is managed very well and provides **very good** value for money.

The school's main strengths and weaknesses are:

- The school provides a very secure and caring environment in which its children are valued and included. Their attitudes to school are very good and they behave very well.
- Pupils' standards of work are above average in the core subjects, but more could be done to challenge high attaining pupils, particularly in aspects of English. The curriculum is broad and supported by a very wide range of opportunities for physical, creative and artistic development. The personal development of pupils is very good and they achieve well.
- The quality of teaching is good overall, and very good in a significant percentage of lessons. Skilful use of information and communications technology (ICT) has a positive effect on teaching and learning. A consistent approach to marking of pupils' work needs to be developed.
- The provision for pupils with special educational needs is very good and all are included effectively in the work of the school.
- Leadership and management are very good overall. The headteacher has succeeded in developing outstanding working teams which provide the drive and purpose for the school. The governing body is knowledgeable, purposeful and very effective.

The school has made **very good** progress since the last inspection. It has demonstrated an ability to provide effective monitoring of teaching and ensure consistency between classes and across the school. The provision for pupils with special educational needs is now very good, and behaviour management is also very good. The provision for pupils' spiritual development is now very good, and the arrangements for pupils leaving the premises at the end of the school day are significantly better than those reported on the occasion of the last inspection.

STANDARDS ACHIEVED

Most pupils enter the school at the age of four with standards in reading, writing and mathematics which are broadly in line with the 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	B	A	B	D
mathematics	A	B	B	E
science	A	C	A	B

*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 **above average** standards in the core subjects of English, mathematics and science. In addition, pupils' standards in physical education are above average and 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 is **very good**. They constantly show very good attitudes to their work and behave very well throughout the school. Attendance, however, is below average despite the school's best efforts to improve it.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **good** overall, but is often very good and this has a positive impact on pupils' learning. The consistent and innovative use of ICT contributes positively to the overall quality of teaching and promotes good learning on the part of the pupils. Teachers throughout the school plan very well, question pupils very well, manage them very effectively and encourage them to work hard and develop their understanding. More needs to be done for teachers to establish a consistent approach to the marking of work to indicate what the pupils need to do next to take their learning forward.

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

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides very good leadership and is the driving force behind the school's pursuit of excellence. He is very well supported by his senior management team and has the confidence of colleagues and governors. He has been instrumental in establishing an outstandingly cohesive leadership team which drives school improvement. The governors are very knowledgeable about the school and support it very 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:

- Develop a consistent approach to teachers' marking to indicate to pupils what they need to do next to improve their work
- Provide more opportunities to stretch higher attaining pupils in English

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 **above average** in English, mathematics and science by the time the pupils reach the end of their primary education. Standards are at expected level in religious education. Standards in information and communication technology (ICT) are **above average**. In the creative arts standards are **above average** in physical education (PE) and broadly in line with the expected standards in other subjects where judgements were possible.

Main strengths and weaknesses

- Pupils' standards in English, mathematics and science are above average. Despite this, pupils' standards in English show some variation and the challenge to higher attaining pupils is not consistent.
- Standards in PE are above average, with outstanding provision in gymnastics.
- Pupils with special educational needs achieve well.

Commentary

1. When children first start school their attainment is **broadly average** when compared to that normally found. Through the Nursery and Reception years most children **achieve appropriately**, and most children are working at the level **normally expected** by the time they begin compulsory schooling. Most children have attained the nationally agreed Early Learning Goals by the age of six. This position is similar to that reported when the school was last inspected.

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

Standards in:	School results	National results
reading	15.5	15.9
writing	15.2	14.8
mathematics	17.3	16.4

There were 62 pupils in the year group.

2. National tests for seven-year olds in 2003 showed that pupils attained levels which were close to the national average in reading and writing and above the national average in mathematics. Overall, this represents an appropriate level of achievement on the part of the pupils. Inspection evidence indicates a broadly similar picture of attainment in the work of pupils currently in Year 2.

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

Standards in:	School results	National results
English	28.2	27.0
mathematics	27.7	27.0
science	30.7	28.9

There were 66 pupils in the year group.

3. An improved position can be seen in the 2003 tests for eleven-year-olds, where results were above the national averages in English and mathematics, and well above the national average in science. A comparison with similar schools is difficult to verify in relation to both free school meal entitlement and pupils' prior attainment. This is because the school has unusual meal arrangements and the average points scores, at the age of seven, for the 2003 cohort of eleven-year-old pupils was unreliable because of staffing instability at that time.
4. Inspection evidence indicates that overall, pupils' standards are above average in English, mathematics and science by the time they are eleven. This is an improvement on the position reported when the school was last inspected. However, the challenge to higher attaining pupils is not consistent, particularly in aspects of English, which contributes to their standards not being as high as they might be.
5. Pupils' literacy and numeracy skills have improved since the time of the last inspection. Good provision has recently been made available for ICT, and this is leading to improved standards. Younger pupils are working at around expected levels for their age and older pupils showing evidence of beginning to work at an above average standard.
6. Overall, pupils achieve well between the ages of seven to eleven, making particularly good progress in their learning in Years 5 and 6. The recent school initiative to introduce interactive whiteboards into all classes from Year 1 upwards is having a very 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 and a recent development allows pupils to access their homework directly from the school's site while working at home.
7. In the creative arts, standards are above average in physical education, and there is work of an outstanding nature in gymnastics, where pupils compete in national competitions. Good provision is made for work in music and art and design. Standards in these subjects are broadly average overall and the pupils have very good opportunities to produce work of a high standard in the annual Creative Arts week.
8. Very good provision is made for pupils with special educational needs. They receive very good support and as a result they achieve well in relation to their prior attainment. This is a strength of the school. Higher attaining pupils achieve well, as can be seen in the small group work taking place, where older pupils were very adept at working out mathematical formulae. There is no significant difference in the attainment of boys and girls in the standards of work seen in their books. Work in pupils' books does not always match the standards of work observed in classrooms, where the interactive nature of many lessons generates a higher standard than that recorded. The school has a very small percentage of pupils for whom English is an additional language. All are competent with English. They also make good progress in their work and achieve well. They regularly work at similar tasks to their peers, and there is no significant difference between the standards attained by particular ethnic groups.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to work are **very good**. The school is **very good** at promoting pupils' spiritual, moral social and cultural development. The attendance at the school during the last academic year was **below** the national average.

Main strengths and weaknesses

- The attitudes and behaviour of the pupils are very good.
- Relationships with others are very good.
- The school has set high expectations for pupils' conduct.

- The attendance during the last academic year was below national average.

Commentary

- Pupils enjoy school, like lessons and feel happy and secure. The pupils report that teachers help them and they let the teacher know if there is any work that they do not understand so they can be helped. The behaviour in class and around school is very good with teachers having very good strategies to manage any inappropriate behaviour. No oppressive behaviour was observed during the inspection. Teachers involve pupils and make good use of praise in lessons. The school has many charity events that the pupil's support, including ones they themselves organise such as cake and jumble sales to raise money for charity.
- The personal development is very good helping pupils become more mature and develop good skills. The school has many visitors who assist in helping pupils build confidence and self-esteem. The pupil's care for each other is very good with older pupils taking very good care of younger ones. The Year 6 pupils act as buddies to the younger pupils waiting for them each morning and taking them to class. The Friendship Stop in the playground ensures no child should feel lonely. The good programme for developing pupils' self-esteem and confidence is having a positive impact on achievement.
- The school has whole school themes such as caring, sharing, peace, love, which are reflected in the assemblies. These teach pupils about respect and right and wrong. The pupils play an active part in the school community with the school council, the buddies and in the tasks they undertake in school such as manning reception at lunchtime. Pupils show a very good knowledge of what is happening in school and are very happy with the range of clubs and activities that the school provides for them including residential visits for Year 5 and 6. The school has trips to local places of interest, which give an insight into local cultures and the World Week, which is held each year, provides a broader picture. The school has close links with the church and visits places of worship from other faiths. The use of original Roman mosaic tiles in an art lesson gave pupils a real sense of awe that they were handling items 2000 years old. The spiritual, moral, social and cultural dimension pervades the whole school and is very good.
- The attendance during the last academic year was below the national average and was unsatisfactory. The lower than average attendance was due to a high level of absence for holidays in term time and the effect of Travellers children's absence. Current attendance is showing a similar pattern to last year. Parents are required to complete holiday request forms for authorisation although a minority of parents still take their children out of school in term time. The school has good systems in place to promote and monitor good attendance and works closely with the Education Welfare Officer and Traveller Agency to try to improve the attendance and general punctuality of a minority of pupils.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	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.

Exclusions There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

The quality of teaching is good overall throughout the school. This has a positive impact on the learning of the pupils and contributes significantly to the pupils' above average levels of attainment throughout the school. Assessment is good.

Main strengths and weaknesses

- Teaching is good throughout the school, and frequently very good.
- Teachers' planning is very good and they work very hard to promote very good behaviour.
- Pupils work hard when thoroughly challenged by their tasks.
- Teachers' marking is inconsistent and does not always tell pupils what they must do next to improve their work.
- Assessment information is very detailed and used very effectively to promote good learning

Commentary

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3%)	16 (28%)	27 (47%)	13 (23%)	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.

13. Throughout the school the quality of teaching and learning is good, overall, often very good and occasionally outstanding. No unsatisfactory teaching was seen during the inspection. This is an improvement on the position reported when the school was last inspected.
14. In the Nursery and Reception Years 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 very 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 Nursery and Reception classes are effective in developing the children's language and social skills. Throughout the early years, children of all abilities achieve appropriately in their learning.
15. In Years 1 and 2, the quality of teaching is good and often 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 very good levels of behaviour. Most pupils listen very 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, supported very effectively by skilful use of interactive white boards which feature in each class. Most pupils show an ability to concentrate well over a sustained period of time.
16. The quality of teaching is equally good in Years 3 to 6 and frequently very good. There are examples of outstanding teaching and learning in music and science. The very high quality

planning and use of resources are particular strengths, particularly for pupils aged ten and eleven. Information and Communications Technology (ICT) is used very effectively to promote good quality learning in many subjects. This was seen to good effect, for example, in a Year 5 mathematics lesson on angles. Where pupils are thoroughly challenged by their work, they rise to the task very well. Some opportunities to challenge higher attaining pupils more consistently are missed.

17. The quality of teaching for pupils with special educational needs receive is very good overall and all pupils are valued and included in all activities. In most lessons, activities and tasks are very well matched to individual pupils' needs with the majority of pupils making good progress towards the targets identified in their individual educational plans.
18. There are good opportunities for pupils to work independently. Planning is very good and assessment is good throughout the school, including pupils with special educational needs. Here, information gathered is used very well to plan work to meet the needs of individuals and groups of pupils. The scrutiny of pupils' written work across the school has highlighted an area for further development, which is that teachers' marking is inconsistent. Most marking encourages pupils and clearly celebrates their successes. However, not enough marking identifies what pupils need to do next to improve their work.

The curriculum

Curriculum provision is **very good**. There are **very good** opportunities for enrichment. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- The school provides a very broad and balanced curriculum enriched by a wide range of out of school activities.
- The opportunities to develop skills in physical education (PE), especially gymnastics, are outstanding
- The use of ICT makes a significant contribution to learning in other parts of the curriculum
- Pupils with special educational needs have full access to the whole curriculum and make good progress due to the high quality support they are given from an able team of teaching assistants
- Provision for personal, social and health education is very good.
- Some classrooms are cramped and limit the movement of pupils during lessons

Commentary

19. The school provides a very rich and diverse curriculum for all its pupils. Standards in English, mathematics and science are above average and the National Literacy and Numeracy Strategies are making a positive contribution. There is a wide range of opportunities for physical, creative and artistic development. Pupils go on many visits such as to the local synagogue. Older pupils have residential opportunities when they can engage in a range of outdoor pursuits. The use of interactive whiteboards is making a very positive contribution to learning in all areas of learning.
20. Assemblies are an important feature of the school. The pupils focus on a chosen theme which is followed through in classes. Assemblies are quiet, reverent occasions when pupils can share together. They often use drama and music to enrich these occasions. Local clergy are regularly invited to lead these. The school's curriculum meets all statutory requirements including the requirements for religious education and a daily act of worship.
21. The curriculum is enriched by a wide range of extra-curricular activities for pupils of all ages at lunchtime and after school. These include gymnastics clubs, sports teams, dance and

drama, science and recorder clubs. These are well supported and enjoyed by the pupils who attend. An outstanding feature is the standard of gymnastics. The school has won many national awards over the last ten years. The school also has a Care Club which provides before and after school care during term time and the school holidays. This is well supported.

22. The provision for personal, social and health education is very good. Pupils have circle time when they can discuss a wide range of topics. An active school council gives them an opportunity to make real decisions about their school. These are acted on by the school. The school has made the development of health education a recent focus and has made much improvement. The school has planned developments in healthy eating and physical activity. There are clear programmes for drug and sex education. The sex education programme in Year 6 is supported by the school nurse.
23. The provision for pupils with special educational needs is very good. All have good individual plans with clearly written targets. These are well used by teachers in their daily planning. Teachers are supported by a skilled team of teaching assistants. They work well with teachers and pupils, know the purposes of lessons and have high expectations of pupils. All staff work hard to ensure that pupils with special educational needs are fully involved in the full range of opportunities and experiences on offer.
24. There are sufficient teaching staff to meet the needs of the curriculum. They have a good range of experience and expertise. Specialist teaching in gymnastics and instrumental music tuition make a significant contribution to the high standards in these areas. There are a sufficient number of teaching assistants.
25. Accommodation is good overall. The hall is well designed and provides an excellent teaching space. One room has been converted to a computer suite which has enabled good progress to be made in the teaching of ICT skills. A newly created music room provides an area for instrumental tuition. A large room provides a good base for centrally organised and shared teaching resources. Small teaching areas have been created outside classrooms where pupils can receive small group teaching outside the class. The school has carried out a disability audit and has a disabled toilet. The resources in the school are good. Subject leaders bid each year and the school allocates spending in line with the priorities of the school improvement plan. This strategy ensures new developments have resources to support them.

Care, guidance and support

The school provides a **very good** safe and secure environment. The relationships within the school are **very good**. The school has in place effective procedures for child protection. All aspects of the care, welfare, health and safety are **very good**. Pupils' views are taken into account through the school council.

Main strengths and weaknesses

- The staff knows the pupils well and offer very good support and guidance.
- The school provides a very safe secure environment.
- The relationships between pupils and staff are very good.

Commentary

26. This is a strong area of the school's work with the school providing a very healthy, safe environment in which pupils can learn. The school carries out all its statutory duties regarding health and safety, carrying out risk assessments and checks on equipment in the school. Fire drills are carried out to ensure safe, efficient evacuation of the building. The safety and

fire procedures are prominently displayed and even advise visitors of the evacuation procedures. The school provides all infant children with fruit each day; they enjoy this and junior pupils eat any remaining fruit.

27. The school is very welcoming and has a warm friendly atmosphere, reflecting a philosophy shared by all the staff and pupils. The staff get to know the pupils well; they play an active role in the life of the school with the school council. The pupils report that the council discusses what they would like to improve and report back to the classes to ensure all views are taken into account. The pupils feel that they are listened to and their opinions taken into account and acted upon. The council is currently involved in looking at the adventure playground.
28. The child protection procedures are fully in place with a teacher the named person. The procedures are known to all of the staff who have all had recent training. Any concerns are reported to the named teacher who has regular meetings with the Social Services. The school works closely with a range of outside agencies to support pupils. The school has a good number of trained first aiders. The school has very good induction procedures for its pupils which include home visits.
29. The behaviour management strategies are very successful with a shared expectation of good behaviour across the school. The pupils report that they experience little bullying and staff deal with any issues quickly and effectively. Pupils express the view that teachers help them and expect them to work hard. They are happy to approach and discuss with staff any concerns and generally enjoy very good relationships with staff and fellow pupils.
30. The school has very effective monitoring procedures for the pupils both academically and for their personal and social education. They are comprehensive and detailed.

Partnership with parents, other schools and the community

Links with parents are **very good**. Links with other schools and the community are **very good**.

Main strengths and weaknesses

- Parents think very highly of the school.
- There are very good links with other schools and the community.
- Reports on progress are good.
- A minority of parents take pupils on holiday during term time.

Commentary

31. The school has a very good partnership with parents who think highly of the school and find it welcoming and friendly with approachable staff. Parents support the school well and there were a good number of them attending the parents' meeting at which they showed that they were well informed about the school. Parents feel the school works closely with them and that it is fair to pupils. There are a number of parents who regularly help in school and an active Parent Teacher Association which provided the funding for all the PE equipment in the hall. The school takes seriously and deals very effectively with any concerns from parents. The school informs parents of the need for pupils to attend regularly and not to take holidays in term time unless unavoidable. Unfortunately a number of parents do not always comply and the absence due to holidays constitutes a large part of the absence.
32. The headteacher and teachers are all approachable with the headteacher and deputy regularly in the playground for parents to talk to. The parents value the work of the special educational needs coordinator (SENCO) as she also forms a strong link with them organising courses for them to help their children and they report she always have time for them. The school provides access to computers with a drop in session after school one day

each week and parents are encouraged to take their own learning further if they want to. Parents of young children are very positive about the 'Stay and Play' sessions.

33. The school provides good information for parents with regular newsletters. The parents have the opportunity to consult teachers with open evenings and a good report in the summer term, which includes both academic and personal achievements. The reports also contain targets for improvement although not in each core subject. The school has an informative prospectus and annual report to parents.
34. The school has very good links with the community and has visits from members the community including police, church and a JP. There is a church based in the school which leads assemblies once each week and also runs a youth club in the evenings. The school has links with industry which aids the development of control technology. An out of school gym club is very actively supported and very successful. The school has very good links and works closely with the secondary school to which the vast majority of pupils transfer. The pupils from Year 5 and 6 make use of the specialist facilities there during the summer term. They make visits to science lessons and all attend for half a day. The transition for pupils with special educational needs is catered for with the SENCO working closely with the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **very good**, and more effective than when the school was previously inspected.

Main strengths and weaknesses

- Outstanding systems of teamwork unify and drive the work and development of the school.
- The strong vision and very high aspirations and values of the headteacher are fully shared by all other staff and the governing body.
- The governors' very good knowledge of the school enables them to shape, challenge, support and evaluate its developments very well.
- The school's self evaluation is rigorous and far-reaching. It is closely linked to planned improvements and better standards.
- Thorough reviews of staff performance and targets effectively focus team efforts on improving teaching and learning and raising achievement.
- Very good financial management helps the school achieve its educational priorities.

Commentary

35. Parents' confidence in the leadership of the school is fully justified. The headteacher's far-sighted vision for the school is reflected in its high 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 excellent systems of teamwork and communication. These systems give everyone, including pupils and parents, a voice and a stake in school development. They also carry the headteacher's open and consultative approach into every corner of school life, and ensure that senior managers are constantly aware of concerns and aspirations at every level. Sensitive use of these networks fosters unity of purpose, based on a shared understanding of what needs to be done.
36. All key staff lead and represent important teams. This ensures that their roles in strategic planning are in tune with thinking and feelings across the school. As a result, everyone supports the headteacher's ambitions for the pupils, and understands not only the priorities

for improvement, but what they must do in concert to make them happen. These processes not only give coherence to school improvement in the long term, but also enable the school to achieve radical changes quickly when appropriate. The recent introduction of interactive white boards in all classrooms is a powerful example. Staff have worked hard to develop the necessary skills and the results are far-reaching. Teaching and learning are exciting and effective, particularly for those pupils who benefit most from visual reinforcement; information technology powerfully supports learning in almost all areas, and teaching time and resources are being used much more efficiently. This is a typical effect of leadership that works skilfully to achieve a vibrant school in which pupils find that learning is fun, and success seems a natural result of being there.

37. All developments in the school have been very 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. The quality of staff reflects the school's shrewdness in appointing, retaining, training and deploying them. Subject leaders have played a significant role in identifying and leading necessary improvements, and they can rely on the willingness and ability of colleagues to seize upon new ideas, translate them into practice and share results.
38. Underpinning all developments is the school's thorough and realistic self-evaluation process, which is tied to detailed evidence of the standards attained by each pupil. The school's performance is monitored by systematically observing lessons and by carefully analysing a wide range of assessment information. This gives management a clear perception of the achievements and needs of different groups of pupils. The resulting action plans have clear aims, realistic timescales, well-considered costings and are very easy to follow. The sharing and development of relevant professional skills have a high priority in all improvement activity. Systems of mutual professional support are very good, particularly in helping new staff to find their feet.
39. The governing body fulfils its role very effectively. Governors share, shape and strongly support the headteacher's ambitions for high quality of provision and high achievement and they are also prepared to question the school's performance and to question spending decisions or proposed developments. Governors are in a very good position to do this because of their active involvement with the work of the school. They gather information about the school's strengths and areas for development by first-hand observation, as well as through a very effective committee structure, within which members have clear roles and terms of reference that usually relate to their personal expertise and experience. As a result, finances are managed very wisely and 'best value' principles influence all spending decisions. Such decisions are rigorously tied to educational priorities, and their impact is thoroughly checked. The work and commitment of the governors strongly help the school to achieve well on a relatively low budget.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1 004 245
Total expenditure	1 001 841
Expenditure per pupil	2 187

Balances (£)	
Balance from previous year	42 684
Balance carried forward to the next	2 404

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Children are taught in one nursery class and two reception classes. Nursery pupils attend part-time and children are admitted into reception in September of the school year in which they are five. The school did not have a nursery provision at the time of the last inspection. Most children start school with levels of attainment that are broadly average for their age. They make **satisfactory** progress in the nursery and reception classes and achieve **appropriately**, and almost all the children reach the nationally expected standards by the end of the reception year in each of the areas of learning. Children with special educational needs and the small percentage who have English as a second language 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.
41. Curricular planning is **very 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. Very 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 improvements since the last inspection have been good.

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 provides very good attitudes to school and to learning.

Commentary

42. 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. Both nursery and reception children are developing good personal skills and independence, as they put aprons and undress and dress themselves for physical education sessions 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 **satisfactory**.

Main strengths and weaknesses

- Most children have appropriate skills when they start school, although some show below average skills in this area of learning.
- Good emphasis is placed on developing children's speaking and listening skills.
- Teaching is good and learning support assistants contribute well to children's achievement.
- Many well-planned activities promote this area of learning effectively.

Commentary

43. The majority of children enter school with appropriate speaking and listening skills, although 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 learning support assistants are used well to develop children's communication skills. Nursery children engage well in role-play activities, and reception children 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 reception children enjoy the planned approach to the teaching of letter sounds but 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 some of the children these skills are still underdeveloped.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weakness

- Good range of practical activities engage children's interest well.
- Some time is lost as reception groups move to group activities.
- Good opportunities to develop mathematical language.

Commentary

44. 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 reception 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 chocolate bars. 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. Nursery children are beginning to name simple shapes such as circle and rectangle and identify these in three-dimensional shapes. Here good use is made of modelling clay. Most reception children understand the terms "longer", "taller" and "shorter" as they compare a variety of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **satisfactory**. It is **good** in the nursery.

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

45. 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 as, for example, with 'Collectors Corner', in the nursery and the making and decorating of cakes. Good access to computers, which are regularly in use, contributes well to children's developing understanding. Activities in the 'Forest School' and visitors to the school further enhance the children's learning experiences. Learning support assistants contribute well to children's learning, using questioning effectively to develop the children's language skills.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teaching is good and learning support assistants are used well to support learning.
- Good use is made of the outside play area.

Commentary

46. Children develop their manipulative skills well through the good range of opportunities presented to them to use, for example, scissors, pencils, and paint brushes, use small construction equipment and moulding clay. 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 well resourced outside play areas are used effectively on a daily basis to allow freedom of movement, and provides good opportunities for children to explore climbing and large play equipment in order to develop their co-ordination and balance. Learning support assistants use this area fully to enhance children's learning across the curriculum.

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

47. 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. For example, nursery children create colourful carriers, play in the Castle Courtyard and decorate chocolate cake in activities all centred upon the same initial sound and reception children engage creatively in outdoor activities at the 'Travel Agents'. 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

- Pupils achieve well and reach above average standards by Year 6.
- Teaching and learning are good overall, with some very good features in Years 3 to 6.
- Good leadership and management have significantly improved provisions and raised standards.
- Developments in the use of ICT in English are making a significant impact on the quality of teaching and learning.
- The use of assessment for tracking pupils' progress and setting targets is good, but teachers' marking does not give pupils consistent guidance on how to improve.
- Teachers miss some opportunities to stretch the more able pupils.
- The library does not adequately support pupils' progress in using books to find information.

Commentary

48. Attainment in Year 2 is average; in Year 6 it is above average. Girls and boys of different ages and prior attainments, not least those with special educational needs, achieve well as they move through the school. In Years 5 and 6, many achieve very well. Test results at the end of Year 6 have been consistently above average since 2001. However, pupils now in Year 6 are achieving better than the previous cohort in relation to their attainment at the end of Year 2. Good achievement in Year 5 also points to rising standards, and this is reflected in the school's higher targets. In both reading and writing, standards are much higher than when the school was last inspected.
49. These higher standards stem from much more effective teaching and learning, stronger teamwork, better planning of the curriculum, improved resources, and more rigorous systems for tracking and promoting each pupil's progress. Leadership and management have been particularly effective in driving these improvements, and in building systems to strengthen pupils' sense of how they can do better, and their eagerness and confidence to achieve. The drive for higher standards in literacy is supported by demanding targets, an increasingly dynamic use of ICT for whole-class teaching, better weekly routines and resources for reading, better systems of monitoring, evaluation and assessment, and better opportunities for pupils to read and write in other subjects, though there is much scope for further development in the latter.
50. Standards in speaking and listening are above average by Year 6. Good care and relationships across the school encourage the development of spoken English. Teachers set a good standard. They work very interactively and promote positive attitudes by valuing pupils' efforts. They often provide opportunities for pupils to talk in pairs or small groups to support each other's learning and to develop the skills of negotiation and problem-solving. Class councils and the school council exemplify the school's impulse to give pupils a formal voice in school affairs. However, opportunities for pupils to talk at length or to take initiatives in speech are rare. This showed in a very good 'press conference' in Year 6, when pupils in role as journalists often found it difficult to frame searching questions that would draw interestingly extended answers from the 'lottery winner'. Planning is relatively unsystematic in this area and the range of methods is limited. There is a relative lack of procedures to assess progress, and few targets are set to help spoken English keep pace with the demands of the curriculum.
51. Standards in reading are above average by Year 6. Pupils achieve well because good systems and effective teaching consistently support the development of basic skills through

the school. Lower attaining pupils in Year 2 use a secure knowledge of the complex relationships between sounds and letters. More able pupils use a range of skills to read quite advanced story texts fluently and to comment on the appeal of character and story. Progress is constantly tracked and promoted. By Year 6, most pupils detect different layers of meaning in a fiction text. Higher attainers perceive how, in an unfamiliar story opening, the author's use of language changes the way the reader sees the character and the situation. Significantly, however, the same pupils do not show similar skills and understanding in their response to an unseen non-fiction book. Older pupils describe many good provisions and experiences that have contributed to their good reading skills and attitudes. However, they describe relatively limited opportunities to practise and develop the skills of using books and book systems to investigate and find things out for themselves. The school library offers weak support in this area, and particularly restricts the higher skills of independent research for more accomplished readers.

52. By Year 6, standards in writing are above average, and rising as a result of the school's sustained drive for higher achievement. The basic skills of handwriting, spelling, punctuation and sentence structure are taught systematically and rigorously. All pupils achieve well in these respects and displays set and celebrate good standards. As a result of good teaching, pupils increasingly understand how and why texts vary, and they learn to fit words and structures to a widening range of purposes. They learn to plan and draft their writing to strengthen its quality and effect. Teachers use good assessment systems consistently to check progress and set helpful targets, but the comments they write on pupils' work are sometimes superficial and rarely constructive. The school is tackling this weakness well, and exploring different strategies to highlight what pupils do well and to involve them in using relevant criteria to assess and improve their work. The methods used in pupils' very good 'progress books' are excellent in this respect, but extremely time consuming. The developments are promising, but they need to be reviewed to agree practice that is both rigorous and economical, and also consistently matches remarks to targets and the aims of the task in order to move pupils on their best rate of learning.
53. The quality of teaching and learning is good overall, and better than at the time of the previous inspection. This is particularly evident in Years 3 to 6, where half the lessons seen were very good and the rest were good. Pupils' work and progress over time are beginning to reflect this quality. Common and significant strengths are:
- Almost all teachers set a very good tone for learning so that working relationships are happy, and pupils are ready, confident and often enthusiastic to learn.
 - Teamwork between teachers and teaching assistants is very effective. By planning together and sharing assessment information, they ensure that all pupils have a good balance of challenge and support to help them to progress through the same curriculum at their best pace.
 - Teachers' skilful and sometimes imaginative use of the interactive whiteboards in their classrooms powerfully reinforces pupils' learning in English.
 - Changed arrangements for guided reading have been thought out well, and teachers are using them effectively to provide equally good learning opportunities for groups of differing attainments.
54. No common and significant weaknesses were observed. However, in several otherwise challenging lessons, teachers missed opportunities to stretch the higher attaining pupils by asking them to investigate a particular feature, such as a pattern of spelling or vocabulary. Often such features link closely to the aim of the lesson and present opportunities for the more able pupils to extend their higher skills and lead the learning of the class.

Language and literacy across the curriculum.

55. The newly revised English policy makes a detailed and far-reaching commitment to extend the literacy strategy to other subjects, so that English and the rest of the curriculum support each other more productively. Work samples, however, show little evidence of this in practice. Opportunities for pupils to extend their reading and writing skills to support their learning in subjects such as history and geography are more often missed than grasped. The use of worksheets sometimes restricts rather than engages literate activity and the library does not help. Opportunities are not yet structured through consistent planning or regularly matched to pupils' actual language needs.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils' standards of attainment by the end of Year 6 are above average.
- Good and often very good teaching enables pupils to achieve well.
- Teachers' planning is well matched to the different abilities of all pupils.
- Resources are used very well to support pupils' learning. Particularly good use is made of ICT in mathematics lessons and this has a positive impact on the quality of pupils' learning.
- Leadership and management are good.
- Pupils' progress is effectively tracked as they move through the school.

Commentary

56. Standards of work of pupils in Year 2 are broadly average for their age. Standards of work for pupils in Year 6 are above those expected. Achievement is satisfactory for younger pupils and good for older pupils. A significant boost to pupils' performance occurs through Years 5 and 6. Pupils with special educational needs and the small number for whom English is an additional language also achieve well because of the good support they receive. Overall this represents an improvement on the position reported at the time of the last inspection.
57. The quality of teaching is **good** overall, and sometimes very good. Good emphasis is given to the teaching of basic number skills. Teachers use their good knowledge and understanding of the subject to plan a wide range of activities that meet the different needs of all pupils. In most lessons learning intentions are very clear and instructions very precise and, as a result, pupils are secure about what they are expected to learn. Teachers' very good questioning and clear explanations, as they work through examples enable pupils to build well on their previous learning. Interactive whiteboards are used effectively, in each class, to support pupils' thinking. Although their introduction is relatively new, this initiative to introduce new technology into classrooms is having a very positive impact on pupils' learning, and is contributing significantly to the raising of standards. However, it is too early for this impact to be seen in improved test results. Use of ICT together with the brisk pace, lively delivery, and teachers' effective questioning skills, as seen in a Year 5 lesson on angles, provide pupils with every opportunity to take their learning forward. Support staff are used well with pupils with special educational needs ensuring that all pupils are fully included in lessons and achieve as well as they can. Most pupils have very good attitudes to their work, showing interest and enjoyment and responding very well to the teachers' high expectations by behaving very well. This, together with the very good relationships, and good use of praise and encouragement by adults, has a positive impact on pupils' learning. A good amount of homework is set to reinforce and extend learning. Recently, this has been available for pupils to download at home.
58. Leadership and management are good. The subject co-ordinator has a very clear understanding of the strengths and weaknesses in the subject. The good action plan is

clearly focused on raising standards and achievement. Teaching and learning are effectively monitored and evaluated through examining teachers' planning and observing lessons. All tests and assessment results are thoroughly analysed. This information is used well to inform teachers' future planning, set individual and group targets and track individual pupils' progress as they move through the school. However, there needs to be a more consistent approach to teachers' written marking to show pupils what they need to do next to take their learning forward. Resources are good overall and are well used to support learning.

Mathematics across the curriculum

59. 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 very effective teaching aids, which have a very 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 above 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

60. When the youngest children enter the school, standards are broadly 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 above the national average, and pupils have achieved well. This represents an improvement on the position reported when the school was last inspected.
61. One of the main reasons for this high achievement is the good quality of teaching. In the very best lessons the teachers have arranged the teaching to suit the needs of the pupils. They are very well prepared and have planned the investigative activities well. They demonstrate good subject knowledge, have high expectations and use very good questioning techniques. Investigative skills are taught very well, with the older pupils developing the ability to work collaboratively and independently. This can be seen in an outstanding Year 6 lesson, where pupils dissolved a variety of materials. They demonstrated a very secure knowledge of what constituted a fair test. The pupils set off on a range of challenging activities, while the teacher effectively worked with groups to develop their understanding. Equally, a lesson in Year 5 on the role of insects in the pollination of plants, demonstrated teaching of very high quality. The interactive white board was used very effectively in a very well paced lesson which challenged and stimulated pupils particularly strongly. Pupils' skills as well as their knowledge and understanding were developed well.
62. The teachers make good links with other subject areas when teaching science. There is a particularly good example of this in Year 1, where the classroom has some very good quality 'tie-dye' art-work on display. The children have produced their own dyes from natural materials in preparation for this work, which is of very good quality for their age.

63. The subject leader is experienced and has a good grasp of the subject. Some monitoring of plans and teaching and learning 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 **good**. The recent introduction of broadband and interactive whiteboards is having a considerable impact on teaching and learning across the curriculum

Main strengths and weaknesses

- Teaching is good overall with some that is very good in classes with older pupils.
- The use of interactive whiteboards to support teaching and learning across the curriculum is very good
- The school has a good range of resources, a computer suite and computers in classes
- Pupils enjoy ICT and behave well in lessons
- There are some inconsistencies in the monitoring and assessment of pupils' progress
- There is insufficient development of control technology in Years 5 and 6

Commentary

64. Standards by the end of Year 2 and Year 6 are in line with the national expectations, but older pupils are beginning to demonstrate work of an above average standard. Pupils make a good start and learn about computers from the early years. They use a mouse and keyboard confidently. They use a menu to find programs. They can use text and graphs. Pupils give instructions to a floor turtle to change direction and to stop and start. Pupils use painting and drawing programs effectively.
65. Pupils make good progress after the age of seven. They began to understand how to construct a data base and how to search for information. They draw more complex graphs and compare information presented and graphs with information presented on charts. Older pupils use desk top publishing software to produce posters and leaflets. Pupils in Year 5 show a good understanding of spreadsheets. They use Excel to create a spreadsheet and use simple functions. They understand and can use the terms cell, value, formula, function. They can draw simple graphs from information in a table and can use colour to enhance their presentations. Pupils understand how the shape of the graph reflects the pattern of the data entered. Pupils in Year 6 show a broad range of ICT skills. They quickly and confidently access information from CD ROM's and the internet and know how to use search engines to locate information. They can debate the advantages and drawbacks of email and text messaging as opposed to pen and paper. They could devise good quality multi-media presentations using PowerPoint and could use images, sound and text in their presentations. The pupils have few opportunities to use digital cameras.
66. Pupils' attitudes and behaviour are very good. They are well behaved in lessons and use equipment safely and responsibly. They can work equally effectively independently or in pairs. They are calm and orderly when entering the computer suite. They listen well to instructions and carry them out effectively. They enjoy learning in ICT.
67. Teaching and learning in ICT is good and pupils make good progress particularly between the ages of seven and eleven. Teachers have good subject knowledge and have a range of ICT skills themselves which give them confidence when teaching. They make good use of the computer suite and the interactive whiteboards to explain and demonstrate their teaching points. Where there are weaknesses such as in aspects of control technology the school

has taken steps to remedy this. Pupils in Year 5 spend a day at the Landrover factory where they are given opportunities to develop control technology and to see its use in car making.

68. The school provides a broad range of opportunities in the ICT curriculum. Teachers have good subject knowledge and use the resources available well. Pupils with special educational needs make good progress because of high quality support by teaching assistants. They understand the purpose of the lesson and have high expectations for these pupils. They also have a high level of subject knowledge. The ICT suite is a good resource and the teachers use it well to teach ICT skills and to support teaching in other subjects. School also has an informal drop-in club for parents and pupils once a week.
69. The subject is well led and managed by an able co-ordinator. She has a clear view of the strengths and weaknesses in the subject and has produced a clear development plan with developments in monitoring and assessment and control technology featuring prominently.

Information and communication technology across the curriculum

70. This is a strength of the school. Interactive whiteboards make a positive impact in learning across the curriculum especially in literacy and numeracy. In one literacy lesson in Year 1 pupils read from 'The Three Little Pigs' projected on the whiteboard. The teacher then brought up a word document with a clip art of a wolf. The pupils discussed characterisation and the teacher could summarise their suggestions next to the picture of the wolf. The teacher could quickly refer to the text by pulling up the original text. A Year 6 special educational needs group used a program which showed angles and a protractor which could be moved on screen. The introduction of interaction whiteboards enabled teachers to use the resources of the internet for whole class teaching. The school has recently introduced the facility for pupils to save work on a open drive which can then be accessed from home as most of the pupils have internet facilities. This has a positive impact on the use of ICT in supporting learning across the curriculum.

HUMANITIES

71. In **history** and **geography**, work was sampled. Inspectors examined pupils' work in all years and observed two lessons, both in geography. Although this evidence does not form a basis for firm overall judgements on provision across the school, or on standards in Year 2, 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 interest is good.
 - The co-ordinators for both subjects are making good use of this year's opportunities to raise the standards and status of humanities. They are wisely and sometimes innovatively reshaping the curriculum to achieve a stronger focus on investigation and a better gradient of progression in skills.
 - This focus on progression is not yet evident in pupils' recorded work. Pupils develop their knowledge and understanding of a variety of environments, eras (such as the Victorians) and processes (such as coastal erosion). They have relatively few opportunities to develop the skills of fieldwork and handling different kinds of evidence. However, a Year 4 unit gives pupils good opportunities to investigate how they and their relatives divide their time between work, leisure and domestic activities. Recorded work is scrappy but shows good use of mathematical skills to gather, record and interpret data.
 - The use of pupils' literacy skills has not improved since the last inspection, and still impedes learning, but better use of ICT now makes a significant contribution to learning.
 - Well-planned studies of different civilizations, peoples, places and ways of life contribute well to pupils' social and cultural development.
 - The quality of teaching and learning in the lessons seen was satisfactory, and pupils' work over time broadly reflects this quality. Both sources of evidence indicate a general failure to challenge the more able pupils to learn at their best rate. Pupils' work is seldom

marked, and very few comments are offered to make expectations explicit or 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 **good**.

Main strengths and weaknesses

- The locally agreed syllabus is taught well
- The subject is led well by a knowledgeable coordinator.

Commentary

72. Standards of attainment throughout the school are in line with the requirements of the locally agreed syllabus which covers a wide range of religious festivals and celebrations. Pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily. Because only a small number of lessons were observed no secure overall judgement can be made on the quality of teaching and learning.
73. The coordination of the subject is good. Additional resources have been purchased, which is an improvement since the last inspection. The subject is well supported by visits, for example, made by Year 2 pupils to a synagogue during the course of the inspection. Some monitoring of teaching and scrutiny of pupils' past work is being undertaken, but this is an area for further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. 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, the quality of teaching and learning or the leadership and management of the subject.

Art and design

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

Main strengths and weaknesses

- Good teaching effectively promotes pupils' very good attitudes to their work.
 - Pupils develop good observational skills and a rich art and design curriculum is provided with a wide range of experiences for all pupils.
 - Good leadership and management.
75. Standards in art and design are satisfactory, overall, and above average in water-colour painting. The achievement of pupils throughout the school is satisfactory overall, with a significant number of pupils achieving very well by the end of Year 6.
76. Good teaching, based on a secure subject knowledge, results in all pupils acquiring good observational skills and using a wide range of media to produce works of art of which they are justly proud. Pupils are motivated well, find art and design lessons very interesting and enjoyable and become increasingly competent at using a wide range of skills and techniques in their work. Effective planning links art well to other subjects and successfully encourages pupils to use their artistic knowledge and skills to illustrate their work in, for example, literacy, science and religious education. As pupils progress through the school, they learn about the

techniques used by an appropriate range of famous artists and represent these well in their work, including work in ICT. The art and design curriculum is enriched and enhanced as, for example, pupils work with an artist in residence to develop skills in water-colour painting and clay work. An impressive three-dimensional model celebrating the pupils' success in a national gymnastics championship dominates the main entrance to school. The school has an annual 'Creative Arts Week' and this contributes positively to pupils' developing skills in the subject.

77. The subject is well led and managed by a skilled and enthusiastic co-ordinator. Planning is securely based on national guidance and suitable procedures are in place to assess and record pupils' work. This information is used well in curricular planning and there are clear plans to guide the further development of this subject. The high quality displays effectively enhance the accommodation, contributing positively to a stimulating learning environment.

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.
78. 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 good progress since the last inspection.
79. 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 an outstanding music lesson in which Year 5 pupils accurately identified the ostinato beneath the main theme to a part of the Planets Suite by Holst. The rhythm was complex and played at pace, and the pupils reproduced it with a good level of accuracy. By the end of the lesson they were confident in writing and performing their own rhythmic compositions. The content of this lesson, which contained good links with elements of mathematics, science and ICT, was accurately reproduced in a very good lesson in the parallel Year 5 class the following day. This demonstrates a good consistency of subject coverage, and high quality teaching by non-specialist musicians.
80. Pupils sing well in class work and in assemblies. Accurate reproduction of the pentatonic scale in Year 3 classes promotes pupils' listening skills well and singing in assemblies contributes well to the spiritual development of the pupils. Pupils at school have written their own school song, set to the metre of a tune selected by a member of staff. It is a piece of work of high quality and makes a very positive contribution to the ethos of the school.

Physical Education

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

Main strengths and weaknesses

- Very high standards in gymnastics by the end of year 6
- Very good attitudes and behaviour in physical education lessons
- Very good range and quality of resources especially a large and well equipped school hall
- The opportunities for pupils in Key Stage 1 to evaluate their own work are limited

- Very good quality specialist teaching

Commentary

81. Standards of attainment in physical education by the ages of seven and eleven are well above national expectations. For the pupils who attend the out of school clubs taken by a specialist teacher the standards are well above national expectations. All pupils, including those with special educational needs, make good progress. Teachers' planning is based on national guidelines and the school provides a broad and balanced programme of work including games, dance, athletics and gymnastics. Standards in gymnastics are outstanding and pupils over recent years have achieved a range of national awards for Floor and Vault work. Pupils in Year 4 go swimming and the majority of pupils can swim confidently by the time they leave school. This is an improvement on the standards reported in the last inspection.
82. Pupils' attitudes to physical education are very good. Pupils by the age of seven are confident and approach work in physical education with enthusiasm. They behave very well in lessons and work well individually and in pairs or groups. This provides a valuable opportunity for pupils to develop their social skills. All pupils are appropriately dressed. They respect each other's views and can listen and watch patiently as groups and individuals demonstrate good practice.
83. The quality of teaching and learning in physical education lessons is good in lessons and very good in out of school clubs. The school employs a secondary physical education specialist to teach physical education in some lessons and in the out of school clubs. This provision makes a significant contribution to the quality and standards in physical education. Specialist teaching provides good subject knowledge and high expectations. Pupils are taught how their bones and muscles function and the effects of exercise on their bodies during physical activity. The use of time in lessons is very good. The balance between teacher instruction, practice and demonstration is exactly right to provide lessons with pace in which all pupils make good progress.
84. The curriculum for physical education is broad and balanced. A wide range of physical activities is covered. The provision for gymnastics is outstanding due to the amount of time devoted to it in lunchtime and after school clubs and the high quality specialist teaching. All pupils take part in lessons and those pupils with specific needs are supported by skilled teaching assistants or the class teacher. The more able pupils are given appropriate challenge. Pupils in older classes also engage in outdoor pursuits in residential weeks.
85. The subject is well led and managed. There is a clear policy based on national guidelines which provides a sound basis for teachers' planning. This makes reference to planning for pupils with special educational needs and for gifted and talented pupils. These are put into practice well by teachers. Accommodation and resources are good with some aspects very good. The hall provides a large well-equipped area for teaching physical education with good range of large apparatus and mats. Outdoor provision for games is good. There is a very good range of small apparatus which are well organised and easily accessible. This equipment is well maintained and in good condition. The school has links with to adjacent secondary school and teachers from there take older pupils to use the facilities at the secondary school. The school has recently achieved the Activemark Gold award for the quality and range of its physical education.

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
- There is a school council
- Good links are made through a wide variety of subjects to promote healthy eating

Commentary

86. The school has a good policy to promote pupils' personal, social and health education. It is well constructed and contains detailed plans for further development. Aspects of health education are included in the science curriculum and in the physical education curriculum.
87. There is a well-established school council, in which every class from Year 1 to Year 6 in the school is represented. It operates effectively and helps pupils to express their own views and listen to the views of others. Pupils are confident in offering their opinions and know that others value the contributions which they make. They are aware that the suggestions they make frequently result in positive action on the part of the school.
88. Pupils throughout the school respond well to classroom discussions, which are well-managed. They are confident to express their views, feelings and opinions. Speaking and listening skills are promoted particularly well in these sessions. Older pupils are regularly seen offering help and guidance to younger pupils and the school is working towards awards for its promotion of a Healthy School and an Eco-friendly school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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