

# INSPECTION REPORT

## FOREDYKE PRIMARY SCHOOL

Hull

LEA area: Hull

Unique reference number: 117933

Headteacher: Mr Paul Carlile

Lead inspector: Dr Brian Male

Dates of inspection: 22-24 September 2003

Inspection number: 261312

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
Gender of pupils:	Mixed
Number on roll:	271
School address:	Flinton Grove Preston Road Hull
Postcode:	HU9 5SN
Telephone number:	01482 375293
Fax number:	01482 786807
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Anita Al'Khaddour
Date of previous inspection:	November 2001

## CHARACTERISTICS OF THE SCHOOL

This large community primary school takes pupils from 4 to 11 years old, and serves an economically deprived estate in the old docks area of Hull. At the time of the inspection there were 271 full time pupils in 10 classes, including the nursery. Many pupils start school with very low standards of attainment, particularly in terms of language development. The percentage of pupils known to be eligible for free school meals is very high. The percentage of pupils identified as having special educational needs is also well above the national average, most pupils having learning or language difficulties. There are very few pupils from ethnic minorities and none requiring extra support for learning English. The school has made particularly good use of the support of a wide range of agencies and funds such as New Deals for Communities (NDC), Intensifying School Support (ISP), Excellence in Cities (EiC), and a local 'Talk' project run by the St. Martin's College Educational Development Unit.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19419	Mrs Sue Boyle	Lay inspector	
	Mr Clive Whittington	Team inspector	Foundation stage, science, art, design and technology, music, physical education
	Mr George Halliday	Team inspector	Special educational needs, mathematics, religious education, history, geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good school with some outstanding features**. The excellent leadership of the headteacher and deputy is responsible for very rapid improvements since their appointment. Relationships between teachers and pupils are now very positive, and these underpin the significant improvement in pupils' attitudes and behaviour. The strong ethos that has now been created values pupils and enables them to respond positively to the extended range of teaching strategies, and so standards of attainment have been raised. Improved staffing levels, facilities and learning environment have also helped raise standards. Pupils' achievement is much better than national test scores suggest. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- There is excellent provision for personal development though an extremely positive ethos where pupils behave well and are keen to learn.
- Teaching is good with a significant amount of very good and some excellent lessons.
- A wide range of effective teaching and learning methods promote good achievement.
- The excellent leadership has set an exceptionally clear direction and orchestrated a very wide range of support to improve quality of provision.
- The environment for learning could be improved in the nursery and reception classes and there could be more focus on learning in the 'self-directed activities' where children have choice.
- Although standards of attainment have risen significantly in the core subjects (English, mathematics and science), they could still be higher, particularly in writing.

The school has maintained its strong impetus of improvement since the previous inspection in 2001. Standards in the core subjects of English, mathematics and science continue to rise and teaching continues to improve, with some lessons now excellent. All the key issues raised by the previous report have been addressed except the focus on learning in some nursery activities could still be sharper. The leadership continues to be 'dynamic' and improvement has been very good.

### STANDARDS ACHIEVED

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

Although overall standards of attainment are well below the national average, they are improving. Present standards are much higher than in 2003, and represent **good achievement for the pupils** taking account of their very low starting point and the high numbers of pupils with special educational needs.

Many pupils enter the nursery with very low initial standards, and standards are well below average in language and mathematics and below average in other aspects of learning by the end of the reception year. Standards of personal development are in line with those usually found and represent very good achievement. Overall achievement is satisfactory. Achievement in Years 1 and 2 is good overall, although attainment is well below the national average in reading, writing and mathematics. Achievement in Years 3-6 is particularly good for the older pupils. Inspection evidence indicates that present standards are below the national average in mathematics and science and well below

average in English where standards of writing are lower than reading. This is good overall achievement for the pupils considering their starting point. Standards in information and communication technology (ICT) have risen significantly in recent years and represent very good achievement.

Across the school, pupils with special educational needs make good progress in terms of their targets. Pupils who find learning easier are given good encouragement to progress and achieve well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good** overall. Their personal development is good, their attitudes are positive and most behave well in class and around the school. Attitudes and behaviour are very good in the Foundation Stage. The school makes excellent provision for personal development through its strongly valuing ethos. This, together with teachers' high expectations, has ensured a significant improvement in pupils' attitudes and behaviour, which are already good and still improving. The strong relationships and a high level of expertise enable some challenging pupils to be handled very effectively indeed. The rate of exclusion has been reduced significantly, and the rate of attendance is good.

## **QUALITY OF EDUCATION**

The quality of **teaching and learning is good overall** and is particularly strong in Years 4-6. Staff show an exceptionally strong commitment to the school. They have very good relationships with the pupils, and use a very effective range of teaching strategies. Teaching assistants make a significant contribution to learning. The curriculum is broad, but has been understandably focused on English which has given less time for other subjects. There is good quality support and guidance for pupils that effectively promotes their learning and takes their views into account. The school is very active in encouraging a strong working partnership with parents, and senior staff are very effective at working with families. The school has a very good partnership with other schools and the community. All these aspects of provision have improved significantly over recent years.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school is **very good** overall. **The leadership of the headteacher and deputy are excellent.** They have given an exceptionally clear educational direction, and been particularly effective in mobilising a great deal of support from a range of sources to improve provision and raise standards. The management of the school is also **excellent.** The wide range of resources is managed in such a way that there are no overlaps or conflicting interests, and the school is particularly rigorous in evaluating its effectiveness. The governing body provides **appropriate** governance for the school.

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

Parents are very pleased with the way in which the school has improved since the new head and deputy took over. Pupils are also very aware of the improvements, not least in facilities and the teaching approach, and they now enjoy coming to school.

## **IMPROVEMENTS NEEDED**

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

- Improve the environment for learning in the nursery and reception classes and ensure there is more focus on learning in the self-directed activities in the nursery.
- Raise standards in the core subjects, especially in writing.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good overall**, and **very good** in ICT. Standards in the core subjects have been rising of the last three years, but could still be higher, particularly in writing.

#### Main strengths and weaknesses

- There is a strong trend of rising standards.
- Overall standards represent good achievement for the pupils.
- Standards in ICT represent very good achievement, particularly for older pupils.
- Pupils make good progress across the school, particularly in Years 4-6.
- Standards could be higher in the core subjects, especially writing.

#### Commentary

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

Standards in:	School results	National results
English	22.4 (22.4)	n/a (27.0)
mathematics	24.8 (23.5)	n/a (26.7)
science	26.8 (25.7)	n/a (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year*

1. Taking account of the very low starting point of many pupils and the high number with special educational needs, the overall standards represent good achievement for the pupils. The rising trend in standards has been promoted by the many improvements introduced by the leadership of the school since the appointment of the new headteacher and deputy headteacher. The very positive ethos since introduced, and the improvement in pupils' attitudes and behaviour have made pupils more willing to learn, and means that learning is not disrupted. The much wider range of teaching strategies introduced has enabled teaching to be much more effective within this new climate, and expectations have been raised.
2. The school's scores in national tests at the end of Year 6 shows a strong trend of improvement over the last three years, although they remain well below the national average. Inspection evidence shows that this trend is continuing this year, with a particular improvement in English. The schools' scores in national tests at the end of Year 2 are also well below the national average, but have not shown the same strong trend of improvement. In fact, scores fell in 2003 in all three aspects tested (reading writing and mathematics), although this was mainly due to the larger than usual proportion of pupils with special educational needs. Inspection evidence shows that standards are higher this year in all three aspects. The stronger trend of improvement for eleven year olds is associated with the particularly good teaching in Years 4-6.
3. Standards in ICT are in line with national expectations and represent very good achievement, particularly for older pupils who have only recently had access to the computer suite and the full range of the curriculum. Very valuable support from the Education Action Zone (EAZ) together with very good leadership of the subject have improved facilities, teachers' expertise and the quality of learning.
4. Standards in mathematics, science, history, geography, art and music are below the national average, but represent good achievement. Standards in physical education are generally in line with those usually found. Standards in English and religious education are well below average.

In English, standards of reading, speaking and listening are better than writing. The school has focused very effectively on speaking and listening through the Oracy Project and has made very good use of the very valuable support given by the St.Martin's College Educational Development Unit (EDU) in this area. It was expected that the improvements in speaking would come before improvements in writing. This is explored more fully in the English section below.

5. At the end of the Foundation Stage, when pupils transfer to Year 1, standards are well below average in the language, creative and knowledge aspects of development, below average in some of the mathematical and physical aspects, and in line with expectations in some of the personal and social aspects. The represents satisfactory overall achievement in relation to the starting point, but very good achievement in the personal and social area.. In some areas, pupils' starting experiences are much more limited than usually found and a richer and more varied learning environment, together with a closer focus on learning objectives, is needed to give the secure grounding of practical experiences that the children need.
6. Good support for pupils with special educational needs enables them to make good progress in terms of their targets. There is also a good focus on pupils capable of higher attainment that ensures that they are able to progress onto the higher levels.

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

Pupils have good attitudes to work. Their behaviour in lessons and around the school is generally good, and this represents a significant improvement, with far fewer pupils excluded from school than in previous years. The excellent provision for pupils' personal development has raised pupils' self-esteem and brought about the significant improvements in attitudes and behaviour. These are still improving. Pupils' attendance and punctuality are good.

### **Main strengths and weaknesses**

- Relationships between staff and pupils are very good.
- Most pupils co-operate and work well with each other in both work and play situations.
- Behaviour has improved greatly, and pupils are learning to take responsibility for their behaviour.
- Attendance and punctuality have improved.
- Some pupils do not behave as well as they should towards others in the playground.

### **Commentary**

7. Staff are very supportive in the way in which they relate to pupils. They are very positive and valuing in their approach and it is this that makes pupils feel so much more positive about school, and has led to the great improvement in pupils' attitudes and behaviour. Most pupils now like school and are keen to do well. They are more confident to try with their work and are proud when they have done well. One boy was so excited at having solved a number problem that unable to contain himself, he turned to an inspector and said triumphantly, "Look! Look! I've done it! I've done it!"
8. Pupils work well with each other in lessons. Most, including the very youngest children, are willing and confident to work with a partner and discuss their ideas. Teachers encourage pupils to co-operate and share, and again they do this well. Pupils use equipment properly and look after it. They enjoy the play equipment at lunchtimes and are sensible, responsible, and can be trusted to play together, for example, with the parachute. The provision for wet playtimes is outstanding. There are a great variety of games and activities available for pupils. They use the games carefully and look after them, but, most of all, they play with each other harmoniously.
9. Most children behave well and do as they are told. The attitudes and behaviour of the children at the Foundation Stage of learning are very good. Across the school, pupils are taught that it is they who have the responsibility for their behaviour, and that the choice to behave or not lies

with them. Expectations for behaviour are high and pupils who have difficulty behaving are managed very well, using a quiet and calm approach, so that the behaviour of a few is not allowed to disrupt the learning for others. The school's approach to behaviour management is proving so very effective because pupils are supported to do what is right without loss to their dignity.

10. The school's focus has been on social, moral and spiritual development, and the emphasis has been on raising pupils' self-esteem and self-knowledge. Pupils have been taught effectively to take on the responsibilities of living in a community, to respect others and to behave in ways that are appropriate. There has been less emphasis on cultural development, but provision is satisfactory.
11. Attendance and punctuality are rigorously monitored and the school works very closely with the educational welfare officer to follow up concerns and take appropriate action. Attendance is a priority, and class attendance is published weekly for parents and pupils. There is an award system to encourage all pupils and for those who find attendance difficult, there is additional support. This focus on attendance is already having an impact and the much improved rate is good within the context of similar schools.

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

Authorised absence	
School data	6.4
National data	5.9

Unauthorised absence	
School data	1.5
National data	0.5

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

12. It has already been said that most pupils get on well with each other. However, a very few pupils relate to others in the playground in ways that are intimidating. This type of behaviour, that was very much a feature of the school, is much less than in the past, and in the new climate is likely to be much rarer still. Parents and pupils say that are very satisfied that the school deals with any incidents of bullying very well.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good with some outstanding features**, and has improved significantly over the last two years. There is some excellent provision for personal development through the strong ethos, good support and guidance, some very good links with parents and good teaching with some very good and excellent lessons.

**Teaching and learning**

Teaching is good overall and is particularly strong in Years 4-6, with a significant amount of very good and excellent teaching. Staff show an exceptionally strong commitment to the school, and have been very successful over the last few years in introducing a range of improved strategies that have raised standards.

**Main strengths and weaknesses**

- Teachers have very good relationships with the pupils, and these underpin the pupils' positive attitudes and the effectiveness of teaching strategies.
- Teachers show exceptional expertise and sensitivity in handling some very challenging pupils.
- A very effective range of teaching strategies is used.
- There is a significant amount of very good and some excellent teaching.
- There could be a greater focus on learning objectives in some nursery activities.

## Commentary

### Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	9 (16%)	16 (30%)	23 (43%)	4 (7%)	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. The very good relationships between teachers and pupils underpin the significant improvements in the school in recent years. It is these relationships that have helped create the very positive and supportive ethos which has improved pupils' attitudes to work and increased their self-confidence. It was a direct target of the leadership of the school to improve the relationships to bring about the improvements, and it has been very successful in doing so.
14. The school's leadership also identified the need to widen and improve the range of teaching and learning strategies in order to improve teaching and raise standards. This also has been very successful for several reasons:
  - Leadership was very clear in its expectations.
  - A very good range of support was harnessed to assist teachers.
  - This range of support was not allowed to blur the school's objectives nor to become an extra burden on teachers.
  - Teachers have shown an exceptional commitment in taking on new methods and approaches.
  - As the underlying ethos had been addressed, pupils were able to benefit from the improved strategies.
15. Teachers make particularly good use of the range of strategies from the EDU supported Oracy Project. Techniques from the project such as pupils discussing in pairs and threes, reporting back to other groups and 'hotseating' (where someone takes the role of a character and answers questions posed by other pupils) are used very successfully in many lessons and contribute significantly to understanding and pupils' participation in lessons. These techniques have the added value of giving importance to pupils' contributions and so improves their self-confidence and attitudes. Very good support from the Local Education Authority (LEA) through the Intensified Support Programme (ISP), in which consultants work alongside teachers, has impacted very positively on the quality of teaching.
16. The teaching of religious education was satisfactory overall, and the teaching of all other subjects seen was good overall. There is some particularly good teaching of ICT, especially in Years 5 and 6 where the level of challenge is high and the independence given to pupils allows them to develop their understanding very well.
17. Where teaching is best, there are very clear structures and high challenge that build on the positive relationships. An example is given below. These lessons often contain elements that excite or enthuse the pupils and involve them in a range of practical tasks that add to their understanding. For example, in a very good Year 2 lesson, pupils acted out the story of Katie Morag, and what made the experience so much more real were the costumes and real mailbag with parcels. The excellent Year 5-6 lesson below is another example:

### Example of outstanding practice

A Year 5-6 English lesson with a group of often reluctant learners enthused and motivated them, and provided them with an exceptionally clear structure to understand the five elements of a story (opening, development, problem, resolution and ending).

The teacher captured the pupils' interest particularly well with a personal story about a motorcycle ride. His use of humour and suspense had the pupils keen to find out what happened next. What made the lesson so successful was a large chart setting out the sequence of the story in pictures and icons. These had been set out in five rows, each of a different colour, so that the five elements could be seen clearly. Pupils were able to use the chart to recount the story orally before writing, and they developed a particularly good understanding of the structure which they were able to carry over into their own writing. Structuring stories in this way provided high challenge for this group of pupils, but the very positive ethos and use of the chart enabled them to meet the challenge.

18. Where teaching is satisfactory rather than good some or all of the following features were present:
  - Pupils are expected to sit and listen for too long.
  - The level of challenge could be higher.
  - The lesson does not sufficiently address the needs of different groups.
  - Activities go on too long and are not divided up into 'short-burst' tasks.
  - Pupils are asked to talk about things of which they have little practical experience.
19. Teaching in the nursery and reception classes is good overall, and particularly effective when adults are working with groups of children. Learning is generally satisfactory when children are engaged in 'self-directed' activities in the nursery, but the learning objectives for these activities are not always sufficiently clear for learning to be good.
20. In the very small number of lessons where teaching was unsatisfactory, the expectations were low or the methods used not sufficient to promote the expected learning. The rate of improvement in the quality of teaching over the last two years has been so rapid, and the support for teaching so good, that the present very small amount of unsuccessful lessons is not a long-term concern.
21. There is good support for pupils with special educational needs within the classroom and from teaching assistants. However, teachers sometimes set work which is too hard for pupils because they do not always pay enough attention to pupils' targets in the Individual Education Plans. Most teaching assistants have qualifications in special educational needs and this contributes to the good support they give.
22. The newly-formed 'nurture group' is working very successfully in providing a supportive environment for pupils who fail to thrive in the context of a usual class. There is also some good support for pupils capable of higher attainment that ensures that some pupils attain the higher expected levels at the end of Years 2 and 6.

### The curriculum

The curriculum is good overall, but lacks balance because of an understandable emphasis on English and mathematics. There is excellent provision for pupils' personal development through the school's extremely valuing ethos. There is a good range of curriculum enrichment activities. The school's accommodation, levels of staffing and provision of resources are good.

### Main strengths and weaknesses

- There is excellent provision for pupils' personal development through the school's extremely valuing ethos.
- The curriculum is broad and enhanced well through visits and visitors.
- The understandable focus on English leads to less time for other subjects.

- There are some good links between some subjects.
- There is a good programme of extra-curricular activities.

## **Commentary**

23. The school's broad curriculum provides pupils with a good range of experiences overall. However, the organisation of the school day and the timetable results in a greater than usual amount of time being allocated to lessons in English and mathematics. This is understandable in view of the school's aim to raise standards in these subjects, although it has reduced the time available for other subjects. There are, though, some good cross-curricular links in the teaching of art, design and technology, history and geography that help compensate for this.
24. The National Numeracy Strategy and the National Literacy Strategy have been successfully introduced. Nationally produced schemes of work are used to support curriculum planning suitably in other subjects and the Local Agreed Syllabus in religious education. A weakness in the planning of information and communication technology identified in the previous inspection has been successfully addressed. A strength of the school's curriculum is the EDU Oracy Project to improve pupils' thinking, speaking and listening skills. This makes a positive impact on pupils' attitudes and learning.
25. Regular visitors to the school and planned visits to places of interest provide valuable experiences to support pupils' learning. A good range of extra-curricular opportunities enriches pupils' learning and includes sporting activities. However, younger pupils have few opportunities to participate.
26. The school is staffed with a good number of qualified teachers. The level of staffing of teaching assistants is very high. Almost all have qualifications which benefit their support of pupils who have special educational needs. The school benefits from good, spacious and well-maintained accommodation, which impacts positively on pupils' learning. Attractive displays enhance the learning environment. Resources for lessons are generally good, and are satisfactory overall in the Foundation Stage.
27. The extremely positive and valuing ethos of the school, and the very strong relationships between teachers and pupils, provide extremely well for pupils' personal development. Within this nurturing ethos, pupils develop self-confidence and learn to respect others. The excellent role-models set by teachers in how to deal with people, set the tone for pupils' developing relationships with each other. This is underpinned by the school's formal programme for personal development through 'Circle Time' (where pupils discuss matters of personal importance), but it is the informal ethos that is most powerful.

## **Care, guidance and support**

The school has good procedures for ensuring the health and safety of pupils. Adults are friendly and approachable and pupils are confident to go to them with concerns. Support, guidance and advice for pupils is good. There is good involvement of pupils in the work of the school.

## **Main strengths**

- There are very effective procedures for child protection.
- Pastoral support for pupils is very good.
- Pupils are encouraged to be involved in their learning.
- Pupils are listened to and their views acted upon.

## **Commentary**

28. Arrangements for child protection are fully in place. All staff are clear about procedures, and child welfare issues are a frequent and routine agenda item at staff meetings. Pupils who are a cause for concern are monitored closely. The very supportive and open climate in the school, whereby children know that they can go to an adult if they have a concern, means that issues are picked up quickly. Staff know pupils well and are concerned for them as individuals. Within this very valuing ethos pupils feel well cared for and secure.
29. Targets for learning and for personal development are shared with pupils and the progress towards the targets is reviewed half way through the school year. Some of the older pupils are quite clear about the targets, whilst some of the younger ones are a little vague. Generally though, there is good sharing of information that involves pupils well with their learning.
30. Pupils know that they can make suggestions for improvements in school, and that wherever possible these will be acted upon. The headteacher's door is always open and he welcomes and encourages pupils to come to him with their ideas. A further development will be the setting up of a school council, for which plans are well under way.

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

The partnership is very good overall. In the relatively short time since the appointment of the head teacher and deputy, the school has developed good links with parents, and is working very well alongside the local community. Links with other schools are very good. These links are having a significant impact on pupils' well-being and learning.

### **Main strengths and weaknesses**

- The school is very welcoming and friendly.
- Parents are very positive in their views of the school.
- The school is committed to the further involvement of parents.
- There could be greater involvement of parents in learning.
- There are very good links with the community and with other schools.

### **Commentary**

31. This is a school where parents feel genuinely welcome. They are greeted warmly and encouraged into the school. Parents expressed a high level of satisfaction with the way in which concerns are handled, and coming after a period in which the school was not as welcoming, now have every confidence that they will be listened to and their concerns dealt with well.
32. Parents are invited to 'reward assemblies' which they greatly enjoy. The numbers attending the parent teacher consultation evenings although still on the low side have increased dramatically. The school is working with the learning link officer to increase the involvement of parents in school life. The school recognises that many parents are not comfortable with curriculum and so the early initiatives have a more social function. The learning links officer is ideally suited to the role of welcoming parents, but if these initiatives are to be successful and sustainable it will be important for all staff to focus on making parents feel welcomed.
33. Children's targets and their progress towards them are shared with parents. A small and committed number of parents support their children with learning both in school and at home. However, although there is a friends association and some parents help in classrooms, generally parents' involvement in learning and school life is limited to attendance at award assemblies and social functions.
34. The school has established a very good relationship with the neighbourhood development corporation (NDC). This has led to an initiative that benefits both the school and the local community. The school employs local people to work as teaching assistants in classrooms,

and the considerable funding for this comes from the NDC. It means that the number of adults supporting teachers in classrooms has greatly increased, and this has led to improvements in the quality of provision for pupils. The school works closely with the community police, and other agencies supporting those pupils who have emotional and behavioural problems. Links with the high school are good through the use of shared personnel such as the learning link officer. The arrangements for the transfer of pupils are very good, and staff from the high school have familiarised themselves with the oracy project in order to ensure continuity of this important aspect, and to facilitate an easier transition.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good overall. The headteacher and deputy provide outstanding leadership, and this has underpinned the way in which the school has been turned round in the last two years. Other senior staff make an increasing contribution, particularly in ICT where leadership is very good. The governing body carries out its work appropriately.

### **Main strengths and weaknesses**

- The headteacher and deputy have set an exceptionally clear educational direction for the school.
- They both set a particularly good tone for relationships, and are very good role-models for commitment and the positive ethos they have created.
- They have cleverly used a wide range of outside support without compromising their clarity of vision.
- They are particularly rigorous in their evaluation of the school.
- They have transformed the school in two years.

### **Commentary**

35. The headteacher and deputy have been outstandingly successful in creating a positive ethos within the school where staff and pupils are confident to tackle new projects and work in new ways. The success comes from a combination of very high expectations along with a high level of support and a very clear vision for improvement.
36. An outstanding feature of the leadership is the way in which the school has drawn upon so many sources of funding and support, without letting the various targets that inevitably accompany such support blur the clarity of the school's vision. All the various changes instigated by the range of support were not allowed to become a burden on the teaching staff. The key was the very clear vision, shared by all staff, and the ability of the head and deputy to select only the most appropriate elements of support, and ensure that other elements were not foisted upon the school in order to meet someone else's targets. Indeed, some of those targets (such as the NDC employment target) have been used to improve the school's provision.

### Example of outstanding practice

The school has made use of a very wide range of support from outside bodies such as New Deal for Communities (NDC), Excellence in Cities (EiC), EDU Oracy project, Intensified Support Programme (ISP) and the Education Action Zone (EAZ)

The wide range of support has been very skilfully orchestrated to improve facilities and provision without detracting from the clarity of the school's vision. The input from the EAZ has been used very effectively to improve ICT without taking on targets within writing that would have compromised the work with the EDU Oracy project. The school has used the NDC target to increase local employment prospects to fund employment of more teaching assistants. These are then used to support other elements of support such as the ISP drive to raise standards.

37. Other senior staff are taking an increasing role in the leadership and management of the school. The leadership of ICT has been very good in improving facilities, staff confidence and standards. Subjects are managed generally effectively, with subject leaders playing an increasingly effective role. The co-ordination of special educational needs is satisfactory. A strength in the co-ordinator's leadership and management is her knowledge of the field and experience in using the support services of the local authority. She now needs to make her influence felt strongly throughout the school and ensure that there is consistency of the challenge given to pupils.
38. The school is particularly rigorous in evaluating the effectiveness of its provision. This has been at the basis of the school's improvement. From the analysis, a very effective programme of priorities was drawn up for improvements. It was recognised that not everything could be done at once, and some issues, such as those relating to the nursery environment, have been identified for future improvement. The quality of management is excellent. The governing body carries out its work appropriately, and maintains a good general oversight of the school. It could now develop a more detailed overview of issues such as progress.

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

Income and expenditure (£)		Balances (£)	
Total income	852718	Balance from previous year	22152
Total expenditure	814920	Balance carried forward to the next	60650
Expenditure per pupil	3040		

39. The school manages its budget very well, and has been extremely successful in obtaining extra funding from a variety of sources. A transfer of funding from the NDC makes the balance to be carried forward look much larger than it really is.

### ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The school makes appropriate arrangements for the assessment of pupils with special educational needs.

#### Main strengths and weaknesses

- The usual range of assessments are used effectively to identify and support pupils.
- More could be done to involve all parents in reviews.

#### Commentary

40. The school's policy for the assessment of pupils who have special educational needs is in line with most schools. The usual range of assessments and tests are used to identify pupils needing further support, and to determine the nature of the support needed. Standardised

scores and quotients are valuable information when they are used as a guide along with other more qualitative evidence.

41. There are a range of assessments specifically used in addition, but not routinely. Where the co-ordinator judges it necessary to use specific assessments the school chooses from a suitable range. For pupils whose needs are more complex outside agencies are called in. These arrangements work appropriately.
42. The school follows the approach of the new Code of Practice. Individual Education Plans are written for pupils at Action, Action Plus and Statements levels. At reviews, the co-ordinator, class teacher and the special educational needs aide discuss progress and make decisions on movement within the register and set new targets. Teaching assistants make a simple written contribution based on the targets of the pupils they work with. The school could do more to involve those parents who choose not to attend reviews.
43. The school ensures statemented pupils receive their entitlement to support.

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

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

The provision for children in the Foundation Stage is **satisfactory overall**. The quality of teaching is good overall in both classes, particularly in the teacher-led sessions when children are working with an adult. When children are engaged in play and 'self-directed activities' in the nursery, the learning targets set are not sufficient clear and so progress is slower than when children are working with adults. To some extent this is always the case in nurseries, but it is during play and self-directed activities that children gain the practical experiences they need to grasp later concepts, and the clarity of learning targets is less than is usually found. The general environment in the nursery is uninspiring and does not do enough to stimulate and excite the children. Most children enter the nursery with general standards that are very low, but by the time they move into Year 1, achievement is satisfactory overall, but good in the personal, emotional and social development and in language and communication. It is the quality of the environment in the nursery, together with the lack of learning targets for play activities, that makes provision satisfactory overall when teaching is good.

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

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

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

- Very good relationships are formed, and very supportive staff make each child feel valued.
- Children are given good opportunities to select activities independently, but there are not always clear learning goals for these.

#### **Commentary**

44. Most children enter the nursery with poorly developed personal, social and emotional development, and lacking independence. Skilful teaching by all adults ensures that the children develop the necessary skills, and by the time they reach Year 1, most children work and play happily together, co-operating, taking turns and sharing. This is very good achievement. Behaviour is invariably very good. Resources are used effectively to promote personal and social skills, and many children are becoming independent and responsible through the tasks provided. Children are given ample opportunities to choose their own activities and resources, but there are not always clear learning objectives for these activities, especially in the nursery.

### **COMMUNICATIONS, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Pupils achieve particularly well in speaking and listening.
- There need to be more activities to develop writing.

### **Commentary**

45. Speaking and listening skills on entry to the nursery are generally very low for children of this age, with many speaking only single words and some none at all. Good progress is made as children begin to work and play with others, talking about what they are doing. Children enjoy listening to stories and respond very enthusiastically to them. High expectations from all staff ensure that most children begin to show understanding through their questions and comments. The introduction of specific time for oracy is highly effective, with children becoming good thinkers and listeners. By the time children are ready to enter Year 1, good progress has been made, although their speaking skills are still well below the national average.
46. When they start school, many children have little knowledge of books. Here they improve their knowledge and most recognise how books 'work', knowing that print carries meaning. They are given good opportunities to tell the stories themselves, often referring to the pictures, and with great enjoyment. Books are taken home regularly, and both classes have book areas where the children go to read, although these are not particularly stimulating. Letter recognition and sounds are taught and reinforced effectively. Throughout the Foundation Stage, children are given numerous tasks which develop writing, but there are relative few of these in the general play activities.
47. Elements of the literacy framework are used well, and phonics and letter formation are taught effectively. Teachers and assistants have high expectations, but by the time children leave the reception class, few have reached the expectations of the Early Learning Goals for communications, language and literacy and standards overall remain well below average.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Good teaching in teacher-led sessions promotes good achievement.
- Learning objectives for self-initiated and play activities need to be clearer, particularly in the nursery.

### **Commentary**

48. Most children have little knowledge of numbers when they begin school. By the time they reach the age of five, most can count to ten, but number recognition is poor and although they make good progress, few attain the Early Learning Goals for mathematical development. Teacher-led activities are well-planned to ensure good quality learning; for example, number rhymes and songs are used effectively to enhance understanding, and children enjoy counting upwards and backwards. The good teaching by all adults in these well-focused activities ensures that each child makes good progress. However, more use could be made of self-initiated and play activities in the nursery to develop mathematical concepts through practical work if there were clear learning objectives for these activities.

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

Provision for knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- The general environment within the Foundation Stage is dull.
- The activities are not always planned with clear learning objectives.

### **Commentary**

49. Most children enter the Nursery with very little knowledge of their local area or of the world at large. The overall quality of teaching is satisfactory, although the range of activities provided for children to choose from are not always fully planned to ensure learning. The children are introduced to a wide variety of experiences to widen their understanding. For example, they explore the environment through visits within the local area and by having visitors within the school, and plant flowers outside. Children use computers effectively to develop a wide range of skills such as using the mouse and saving their work. The general environment within the nursery is dull, with little to stimulate the children's curiosity and imagination.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- There are good opportunities to use large wheeled vehicles in a social context.
- The outside area is insufficiently developed.

### **Commentary**

50. Children enter the nursery with below average skills in physical development. Although the outside area is insufficiently developed, it is used effectively when children ride on bikes and other toys, running, jumping and learning to consider others. They improve their awareness of the needs of others and the space around them, and they climb and balance with confidence. All the children in the nursery and reception classes enjoy the more formal physical education sessions which involve dance and movement. Praise effectively reinforces learning and boosts the children's confidence. Standards, however, remain below average.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **satisfactory**.

### **Main strengths and weaknesses**

- There is good provision for music.

### **Commentary**

51. Many children have experienced very little to develop their creative skills or imagination prior to starting school. Throughout their time in both the nursery and reception classes, they make significant progress in their learning. Here there are appropriate opportunities for children to take part in a sound range of creative activities. Musical instruments are provided and children use these with increasing confidence. A good music lesson in the nursery showed the children's self-assurance, enthusiasm and concentration in working with instruments and singing along with the teacher and teaching assistants. All adults ensure that the lessons have pace and enthusiasm, and the children enjoy their learning. However, the vast majority of the children leave the reception class still well below average in this area.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good** overall and standards are rising.

#### Main strengths and weaknesses

- Teaching is good overall with some very good and excellent teaching of the subject.
- A wide range of teaching and learning strategies is used very effectively.
- The EDU Oracy Project has been very successful in raising standards of speaking and listening.
- Standards of writing could be higher.

#### Commentary

##### *Speaking and listening*

52. Standards in this aspect have been raised significantly over the last two years by the variety of strategies of the EDU Oracy Project, and now represent good achievement for the pupils. Pupils have gained in confidence and clarity, and their social skills have been advanced through the use of techniques such as paired discussion and reporting back. This was seen in a very good Year 5-6 geography lesson where excellent preparation before the lesson enabled pupils to hold a sophisticated discussion with the visiting Chair of the Local Residents' Committee about local facilities. 'Hotseating' is often used in lessons, and is most effective when the questions are prepared in advanced and the person in the hotseat is well prepared with the answers.

##### *Reading*

53. Standards in reading are below the national average, but represent good achievement for the pupils. The school allocates a great deal of time to the teaching of reading, but not all of it is to good purpose. The guided reading sessions within the Literacy Hour are used well and pupils not in the reading group are well engaged in other tasks. In the extra guided reading sessions, the group with an adult are generally well taught, but little learning sometimes takes place where there are groups without an adult. The 'silent reading' sessions that take place in Years 3-6 each afternoon are seldom effective, especially for the poorer readers. Pupils sometimes sit for twenty minutes with a book they cannot read. This does not improve their skills.
54. There is some good analysis of texts in the Literacy Hour, but in some classes there is an over-reliance on extracts from a text book that does not always allow progress to the higher levels where a fuller understanding of a book is more helpful. The reading scheme is very helpful, especially at the early stages of learning to read, but can be restrictive if pupils do not gain appreciation of a range of texts and styles, and does not always encourage an enjoyment of literature. There is a good selection of books in the school library and in classrooms which would form the basis for extending these skills.

##### *Writing*

55. Standards in writing are well below the national average. There is a significant number of pupils who still struggle with the basic skills of spelling, punctuation and grammar, and very few pupils who move on to the higher levels where writing is imaginative and vocabulary choices exciting. There is some good teaching of writing that focuses well on the structures and forms of stories and other types of writing, but there are few occasions when pupils improve their writing in terms of style and clarity after discussion with a teacher or fellow pupil. Some teaching of writing is excellent and has been described above.
56. The subject has been very well led, and clear goals set for improvement. The subject co-ordinator was absent for some time, and the subject was led directly by the headteacher and

deputy head. They set clear priorities and offered excellent support for teaching which improved its quality significantly. This has resulted in excellent examples of teaching.

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

57. Some good use is made of computers for writing and in programs that promote spelling and punctuation skills. More computers in the classrooms, especially for younger pupils, could assist in this. More use could be made of ICT to help pupils redraft their work, especially if the pupil's writing were already on screen. There is some good use of subjects such as history and geography to promote a range of language and literacy skills; for example using 'David Copperfield' as a source in a Victorian topic. This could be extended if more time were allocated to these subjects and less to English, but coverage of literary skills were planned in these.

## **MATHEMATICS**

Provision in mathematics is **good** overall.

### **Main strengths and weaknesses**

- There is some good and very good teaching.
- Pupils have good attitudes and behave well.
- Most pupils achieve well.
- Teachers do not consistently match work closely to all pupils' needs.

### **Commentary**

58. Standards of attainment are improving and are higher than at the time of the previous inspection. Although standards are below the national average, this represents good achievement. This is the result of the good quality of teaching, pupils' positive attitudes and the school's focus on raising the attainment of more able pupils.
59. The school's provision for mathematics has improved since the previous inspection. Recent training on teaching numeracy is paying off in the drive to raise standards. A big step forward has been to raise the levels of challenge for more able pupils. This ensures that they fulfil their potential. They thrive on the more demanding work, make good progress and reach the higher levels. For instance, in a Year 2 lesson, seven pupils took up the challenge to work independently adding strings of numbers such as  $10 + 30 + 50$  and learned very quickly that addition can be done in any order. Pupils' progress is carefully tracked, and end of year assessments, along with tests of each unit of work, provide valuable information for teachers to check how well their pupils are learning. In Years 5 and 6 this information is used well in setting pupils of similar abilities to make teaching more efficient. In all lessons, teachers' planning includes tasks to cater for pupils' learning needs. The match between the work provided and pupils' level of understanding is usually accurate, but there are occasions when lower attaining pupils are over-challenged and do not fully understand what they are expected to do, particularly in Years 5 and 6.
60. A strength of the school's provision is the nurturing of pupils who have emotional problems and learning difficulties. Staff do all they can to help them and pupils know they are respected and cared for. This has a major impact on their and other pupils' learning. The strength of a "nurture group" lesson in Years 5 and 6 was the staff's supportive approach and the very good relationships that they have quickly established with pupils. This gave pupils the confidence to discuss freely how multiplication is repeated addition and as a result they learned well. However, another lesson for this same group was unsuccessful because too much was planned for the time available.

61. The best teaching was seen in lessons in Year 2 and Year 4. The main factor for their success was the stimulating and well-pitched challenge for pupils of all abilities. This enabled them to learn very effectively. Pupils achieve best in number work because this is what teachers focus on. They encourage pupils to use methods that aid understanding. For example, when multiplying, pupils separate the tens from the units and deal with each in turn before adding the parts together to find the answer. As a result, pupils show confidence in their work. This is invaluable for pupils when they reach Year 6 and work to three places of decimals. There are, however, areas of mathematics which are not given a sharp enough focus. The school has recently identified these and is taking steps to give them suitable priority for action. For instance, teachers now pay better attention to mental calculations at the beginning of lessons. This, however, will take time to work through the school. In a lesson in Years 5 and 6 even more able pupils took their time to add on 0.3 in steps from 0 to 3. Another area identified for action is solving word problems. At present, teachers do not give pupils enough opportunities to learn how to tackle one and two-stage problems and write brief accounts to show how they arrive at the answer. Such tasks would help to bring about much-needed improvement in writing
62. The leadership and management of the subject are generally effective and have ensured improvements in the quality of provision. The areas of the subject needing more focus have been identified and priorities set for action.

### **Mathematics across the curriculum**

63. There is some good use of ICT to support the teaching of mathematics, especially with younger pupils, but relatively little use of mathematics in other subjects such as science where skills might be put into good use.

### **SCIENCE**

Provision in science is **good** overall.

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

- There is a strong trend of rising standards.
- Scientific enquiry is being developed well.
- The supportive relationships within lessons encourage pupils' enthusiasm for the subject.
- The commitment of the subject co-ordinator ensures good provision.

#### **Commentary**

64. Although standards of attainment are below average in all areas of the curriculum, these have risen significantly since the previous inspection, and represent good achievement considering the low starting point of many pupils. Achievement is very good in years 5 and 6. This is because of the particularly good teaching, especially in the upper part of the school. The pupils have very positive attitudes to science and they enjoy the subject. The generally good standard of teaching across the school, particularly in Years 5/6, ensures that pupils' scientific knowledge and understanding are developed effectively through a wide range of interesting and relevant tasks. However, because of the very low starting point of many pupils, standards are still below the national average by the age of eleven. Opportunities for investigations and practical tasks makes learning more enjoyable and this results in the high level of enthusiasm seen in many lessons. Relationships are invariably strong and pupils are encouraged to do their best.
65. The best teaching occurs in those lessons where pupils have the opportunity to take part in first-hand investigations; for example, Year 5/6 pupils were given good scope to find out for themselves whether predictions made on the effects of mixing and separating materials were

accurate. In most lessons, pupils are invited to discuss what they are doing and share their ideas. They contribute well to group sessions through well-targeted questions. All are valued and pupils become confident and enthusiastic learners. Lessons and resources are prepared effectively for the needs of individual pupils and the pace is often brisk. Marking is generally good, with comments which reinforce what the pupil understands

66. The leadership and management of the subject is effective, and the co-ordinator makes a positive contribution to the development of science. The quality and quantity of resources are very good and they are used very effectively in many lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for ICT is **very good**.

### **Main strengths and weaknesses**

- A good range of equipment is used well to promote learning, although there could be more computers in the suite.
- There has been very good support for the subject from the EAZ.
- Teachers are confident and well prepared in their lessons.
- There is some good use of interactive whiteboards to present lessons, although this could be extended in some classes.
- ICT could be used in a wider range of subjects.

### **Commentary**

67. Standards are in line with national expectations and this is very good achievement for the pupils, especially the older ones who did not have access to a full range of facilities as they came through the school. The development of the computer suite, the training of teachers, and the development of a structured curriculum have improved provision significantly and raised standards. The improvements have been very well managed by the school, and benefited from significant support from the EAZ.
68. The good teaching, and very good teaching in Years 4-6, has enabled pupils to use computers with confidence across the range of expected skills and enable almost all to meet the expected standards. Some excellent teaching of older pupils really challenged them intellectually to use their knowledge of a control program to think through processes. This is outlined below.

### **Example of outstanding practice**

Year 5-6 pupils were working in pairs on a computer program to control the movement of a robot car. They were challenged to add an extra motor control and work out what changes they needed to make to the program to execute a number of manoeuvres

The outstanding feature here was the way in which pupils were challenged to work out the procedures for themselves. The preparation work by the class teacher and EAZ support teacher had been particularly thorough, in showing pupils how to wire and control one motor. The pupils were then asked to work out for themselves how to wire and control the second motor and the changes they needed to make to the program. It was the independence given, and the way pupils had to co-operate in pairs to agree changes that made this so valuable an experience. This was very high achievement indeed for pupils whose previous attainment had been very low, many of whom had special educational needs, and who had only recently had access to this computer equipment.

69. At the moment there are not enough computers in the suite for a class of pupils to use one each. There are times, such as the lesson above, when working in pairs is most beneficial, but there are other times when it is better to work individually. There is some good use of interactive whiteboards to present lessons in classrooms, but this has not been fully developed

in all classes to allow teachers to amalgamate information from a range of sources and present it with an impact that could not be achieved in other means.

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

70. Good use is made of programs to promote early reading, writing and mathematical skills; for example, Year 2 pupils used computers to arrange sentences to tell the 'Katie Morag' story that they had acted, and Year 1 pupils used number and counting games to practise and extend their skills. More use could be made of computers within other subjects, and for pupils to amend and improve their writing.

### **HUMANITIES**

Religious education is reported in full below. History and geography were sampled.

71. Standards of attainment seen in history and geography were below those expected, but this represents good achievement for most pupils. Teaching in lessons seen was, on the whole, good. As a result, pupils achieved well. The best lessons engrossed pupils from beginning to end because teaching was stimulating, enthusiastic and challenging. In Years 5 and 6 this resulted in many pupils gaining a sound understanding how people can change the environment where they live. Moreover, some pupils verged on higher levels of learning and recognised the process of how people seek to change the environment. In Year 4, pupils were very highly motivated acting out a real-life washing-day in Victorian times and consequently gained an understanding of some of the differences between the past and present. Teachers introduce some good links with literacy lessons. Pupils in Years 3 and 4 know about the harsh conditions of Victorian schooldays from "David Copperfield", and use this as a basis for story settings.
72. The curriculum is enriched well by a series of visits and visitors. For example, visits from actors playing the parts of Tudors and Vikings greatly add to pupils' interest and understanding of times past. In Years 5 and 6, a representative of the local community gave pupils a valuable lesson in citizenship as well as geography, in understanding that ordinary members of the public can influence developments in the locality. There is, however, no provision of a residential visit for pupils to practise and develop their skills in history and geography.
73. The leadership and management of the subjects are sound and ensure that the basic curriculum is covered and that resources are used well, particularly for providing first-hand experiences. The school now needs to ensure that there is a consistent approach to developing pupils' writing skills in lessons.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is enriched by a programme of visits and visitors, but this has not been fully representative of the range of faiths.
- Pupils' understanding could be developed further through deeper discussion.

### **Commentary**

74. The prescribed programmes of study are covered, but pupils' understanding could be extended in some areas. Standards are well below those prescribed by the locally agreed syllabus but represent satisfactory achievement for the pupils considering their low starting point. Teaching, although satisfactory overall, does not always focus sufficiently on the higher expectations of

the syllabus. Where there is such a focus, learning is good. For example, in a good Years 5-6 lesson, the teacher's enthusiasm, expertise and good use of resources engaged pupils well. As a result, their learning about rites of passage was good and an extra challenge for more able pupils helped them towards a higher level of learning. In other lessons, there is not enough depth to some of the teaching, and as a result, some pupils lack interest and enthusiasm and forget what they have learnt. Overall standards are lower than those usually found because although older pupils have satisfactory knowledge or understanding of the Christian faith, they know little of other faiths. This is partly because of the poor early teaching these pupils received, and partly because most visits or visitors focused on the Christian tradition. This is already being addressed, and teaching much improved.

75. The subject leader is new to the position. She has made a good start to improve provision and has correctly identified as a priority the need to increase pupils' first-hand awareness of other faiths, and the need to distinguish carefully between religious education and provision for personal development.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art, music and physical education were sampled. Design and technology was not reported.

76. The rich school ethos is enhanced by displays of pupils' art work. One part of the corridor contains an 'art gallery' with attractive illuminated letters and Egyptian death-masks. Other work produced includes computer-generated pictures – effectively linking with information and communications technology and patchwork 'maps' – a useful geography link. The 'Indian Art Attack Day' held last year values a multi-cultural dimension. There is little three-dimensional art to be seen.
77. The few music lessons observed were good. In a Year 3-4 lesson, pupils began to appreciate how music can be used to describe actions and the pupils used movement to demonstrate the movements of a lion. Staff joined in and pupils were attentive, appreciative and enthusiastic. In a Year 5-6 lesson, some of the class learned to play instruments to accompany a song while the others learned a different one. Most of the pupils participated eagerly and great fun was had by all! The steel band, the wide range of visiting teachers who give individual instrumental tuition and occasional performances by professional musicians widen the opportunities for building the pupils' understanding, skills and interest in the subject.
78. Most physical education lessons are taken by visiting specialist teachers. This is very effective in ensuring that each lesson builds well on what the pupils can do. Pupils develop confidence and are able to co-operate, joining in with team games.
79. The subject co-ordinators are enthusiastic and impacting well on their subjects. They have carried out an audit of resources and built these up to ensure that each area of the curriculum can be covered. Although the school's priorities have, rightly, been on the core subjects, the creative, aesthetic, practical and physical areas of the curriculum have not been neglected and they form a sound foundation which enriches the whole curriculum

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

Provision for pupils' personal, social, health education and citizenship is very good.

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

- There is a strong commitment to personal, social health education and citizenship
- The teaching of PSHE as a discrete subject is good.
- Circle time is used particularly well to pick up on issues that might be of concern to pupils.
- Collective worship is used well to tackle citizenship issues.

- Citizenship is not yet imbedded in lessons.
- The distinction between PSHE and RE is not always clear.

## Commentary

80. Staff are very positive and very clear in their expectations. Pupils are treated politely, with respect and very importantly, as individuals. This works well by raising pupils' self esteem and giving them a model for relating to others. PSHE lessons, in the form of circle time, are used well to reinforce this valuing and supportive approach. Pupils are confident to speak in circle time situations and they listen well when others are speaking. Some teachers are using this time very effectively to find out about issues important to the pupils, such as those that might have occurred at playtime. At other times it is used as a planned opportunity for pupils to share their ideas about challenging issues. For example, Year 3 pupils were invited to discuss their teachers' suggestion that 'all the brown haired children should be allowed an afternoon break'. This was very effective in developing notions of fairness to groups within society, and contributed well to pupils' cultural development.
81. At present the school is following the recommended guidance but to ensure coverage and progression the co-ordinator intends to develop schemes of work. Citizenship is mostly delivered through collective worship and although this is effective, some aspects of citizenship cannot be addressed in this way. The very good Year 6 geography lesson described above was very successful in promoting citizenship through well-prepared discussion with the Chair of the Local Residents Committee. The school has already set in motion plans for a school council and this will certainly contribute to pupils' understanding and experience.
82. The programme for personal development has had a significant impact on improving pupils' attitudes and behaviour and so has underpinned the rising trend of standards. It also links well with the Oracy Project by providing a real context for pupils to use their skills. Equally, the skills developed through the Oracy Project enable pupils to benefit more for the personal development programme.
83. The new co-ordinator is also responsible for religious education. The budget is shared between the two disciplines, and at times RE and PSHE are inter-changeable on the timetable. At other times, although PSHE is taught, it does not appear on the timetable. The new co-ordinator is beginning to impact on the subjects, and is aware that it is important that the school is clear about the status, role and focus for the subject, and its distinctiveness from religious 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>3</b>
How inclusive the school is	1
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>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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