

INSPECTION REPORT

RYDERS HAYES COMMUNITY PRIMARY SCHOOL

Pelsall, Walsall

LEA area: Walsall

Unique reference number: 104205

Headteacher: Mr P Hough

Lead inspector: L A Furness

Dates of inspection: 26-29 April 2004

Inspection number: 264450

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:	401
School address:	Gilpin Crescent Pelsall Walsall West Midlands
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr L Foster
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

Ryders Hayes Community Primary School is a large primary school situated in the Ryders Hayes Estate in Pelsall. The school draws its pupils mainly from the local area and although 5 different ethnic backgrounds are represented, the majority of pupils are white British. There are no pupils who are at an early stage of English language acquisition. Four hundred and twenty seven pupils (198 boys and 229 girls) aged 3 to 11 attend the school and this figure includes 52 part-time nursery age children. The percentage of pupils known to be eligible for school meals free of charge is below the national average. The number of pupils having special educational needs broadly matches the national average, but the number of pupils with a statement of special educational need is below the national average. When children enter reception, the range of their attainment is broad, but most have levels of attainment that are above those expected for their age in communication language and literacy, in mathematical development, and in personal, social and emotional development. The school received a school achievement award in 2001, 2002 and 2003 and Investor in People award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Special Educational Needs English as an Additional Language English Citizenship
9086	R Watkins	Lay inspector	
18790	G Morgan	Team inspector	Mathematics Information and Communication Technology Art and Design Design and Technology Music Physical Education
22421	V McGrath	Team inspector	Foundation Stage of Learning Science History Geography Religious Education

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PART A: SUMMARY OF THE REPORT

This is a very good school. Very good leadership and management have established a very good ethos for learning. The school is very inclusive. It is very successful in meeting the different needs of different pupils and in providing a very good range of stimulating and interesting learning experiences beyond the expectations of the National Curriculum. Parents and pupils are very happy with what the school does for them. The school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership and management are very good and are very committed to providing pupils with a very good standard of education.
- The school provides very good learning experiences in relation to the requirements of the National Curriculum.
- Partnership with other schools and the community and contributions by other specialists provide very good additional opportunities for academic and personal development.
- Consistently good teaching and learning ensures that pupils achieve well throughout the school in all subjects.
- Pupils' attitudes and behaviour are very good and relationships are also very good.
- Pupils are not always clear from the teachers' marking of their work as to how they might improve the standard of their work.
- Although pupils' cultural development is good their knowledge and understanding of the range of ethnicity and cultures contributing to life in Britain today is less well developed.

The school was last inspected in October 1998 and improvement since then has been very good. Standards and the quality of teaching and learning have improved and the school is now much better resourced for information and communication technology activities. Accommodation is much better although there is still work to be done in relation to the two remaining mobile classrooms and outdoor facilities for Foundation Stage children

Pupils achieve well overall. Pupils generally do well and sometimes extremely well in the national tests for Year 2 and Year 6 pupils. These results mostly compare favourably with all primary schools and with similar schools nationally. The dip in results in 2003 is due to differences in the abilities and attitudes towards learning of different year groups of pupils.

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

In Year 2 in 2003, pupils' performance was well above the national average and the average of similar schools in reading, writing and mathematics. In science, on the basis of teacher assessment, performance matched the national average but was below average in comparison with the results of similar schools. Currently pupils in Years 2 and 6 are attaining standards that are above those expected in English, mathematics, science, information and communication technology (ICT), history, geography, religious education and art and design. In the time available there was insufficient evidence to make a secure judgment on standards or achievement in design and technology, music and physical education. In the Foundation Stage, achievement is good; the majority of children attain standards that are above the goals children are expected to reach by the end of reception. Pupils with special educational needs and gifted and talented pupils achieve well because of the good support that they receive.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils greatly enjoy school; they behave very well and are very well motivated learners. Attendance matches the national average and is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good overall. Teaching and learning are good with very good features in many lessons. There was no unsatisfactory teaching seen. Staff are skilful at meeting the needs of the different groups in their class through very effective planning and the very good use of different teaching strategies which engage the interest of pupils very well. Pupils find their work exciting and fun. Assessment information is used well to inform future learning activities but marking does not always clearly identify how pupils might further improve their work.

The school's curriculum is very good. Pupils' learning is greatly enriched through all of the following:

- very good provision of activities within and beyond the classroom, through lunchtime and after-school clubs, and the very successful partnership with other schools and the community
- very good provision for pupils with special educational needs and the most able pupils;
- good provision for the pupils' care, welfare, health and safety
- good partnership with parents

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other senior staff are very good.

Together they have built a strong staff team who share their aspirations for the school and their drive for raising standards further. Priorities for development are well conceived and the action taken very effective. The school runs very smoothly. The governing body ensures that statutory requirements are fully met and governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A high percentage of parents are positive about aspects of the school's work. They are particularly pleased with the teaching and the way their child is treated and cared for. The pupils are very positive; they are very proud to attend this school and speak very enthusiastically about their learning activities.

IMPROVEMENTS NEEDED

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

- involve pupils more in their own learning by giving them a clearer idea of what they need to do next through teachers' marking of their work and setting appropriate targets with them
- increase pupils' knowledge and understanding of the range of cultures and ethnic traditions now present in Britain

The school has already identified these areas of improvement in the school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **good** and pupils' achievement is **good** throughout the school.

Main strengths and weaknesses

- Pupils throughout the school make good progress and achievement is good because of good quality teaching and learning
- Pupils currently in Years 2 and 6 are attaining standards that are above age related expectations in English, mathematics, science, information and communication technology (ICT), history, geography, religious education and art and design
- By the end of reception the majority of children attain standards that are above those expected for their age in all six nationally agreed areas of learning

Commentary

1. Children start school in the Foundation Stage (nursery) with skills in communication, language and literacy, mathematical development and personal, social and emotional development that are above those expected for their age. They make good progress during their time in nursery and reception because of good quality teaching and learning, and the majority of children attain standards that are above those that are expected by the end of reception in all six areas of learning. Achievement is good.
2. In Years 1 and 2 pupils make good progress and achievement is good. This is because the quality of teaching is at least good in these two year groups of pupils. The table below shows pupils' performance in the National Curriculum tests in 2003.

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

Standards in:	School results	National results
reading	17.8 (16.7)	15.7 (15.8)
writing	16.7 (15.4)	14.6 (14.4)
mathematics	18.2 (17.7)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year

3. When compared with all schools, pupils' performance was well above the national average in reading, writing and mathematics. In comparison with similar schools, their performance was also well above average in all three subjects. In science, on the basis of teacher assessment, performance matched the national average but was below average in comparison with the results of similar schools. Over time there has been a steady improvement in performance and the trend in the school's average points for all core subjects is above the national trend. Pupils currently in Year 2 are attaining standards that are above those expected for their age in reading, writing, mathematics and science. Speaking and listening skills are also above age related expectations. Pupils' achievement is good.
4. In Year 6, pupils' performance in the National Curriculum tests matched the national average in English, mathematics and science. In relation to the average points score when the pupils were in Year 2, the proportion of pupils reaching the expected levels matched that of similar schools in English, and mathematics and was above that expected in science.

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

Standards in:	School results	National results
English	27.2 (29.0)	26.8 (27.0)
mathematics	26.7 (29.0)	26.8 (26.7)
science	29.2 (30.3)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year

- Over time there has been a steady improvement in pupil performance in all three subjects although there was a dip in last year's results. However, an analysis of this cohort's assessment results indicates that these pupils made better than expected progress by Year 6 from the time they entered school. Throughout the school, there is no significant difference in the attainment of boys and girls. The few pupils who have English as an additional language are competent in English. They have differing capabilities and work well in the same range of ability groups as their classmates. They achieve as well as their peers. The achievement of pupils with special educational needs is not significantly different from that of their classmates even though the standards they attain are lower. They make good progress because teachers and other adult helpers provide them with good support and encouragement. Pupils who are identified as gifted and talented also receive good support and achieve well.
- Throughout the school pupils achieve well in religious education where standards are above the expectations of the locally agreed syllabus. Good achievement is also evident in information and communication technology, history, geography and art and design where good standards are attained. These good standards and good achievement are due to the very interesting way in which the subjects are planned which very effectively engages the pupils' interest and makes them want to learn. It was not possible to make secure judgements about standards and achievement in design and technology, music and physical education.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school together with their behaviour and their overall personal development are **very good**. Spiritual, moral, social and cultural development are very **good overall**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils are very keen to learn because teachers make lessons and activities interesting for them
- Helped by the expectations and the very good example of adults, pupils show much care and respect for others and relationships are very good
- Pupils' personal development is better than at the previous inspection because much more is done to promote it.

Commentary

- Pupils speak of their school with pride and value the way it provides for them. Their enthusiasm contributes to the very good climate for learning. Pupils know that staff expect good behaviour and readily comply. They listen carefully and are keen to answer questions. They work hard at their tasks as lessons are usually interesting and relevant to their needs. Even if the pace slows, as when occasionally a teacher's exposition to the class is slightly overlong, pupils usually remain very attentive.

8. Children in the Foundation Stage enjoy coming to school just as much as do older ones. Their behaviour is very good; they work happily together and co-operate willingly with adults. They show great interest in the activities organised for them. Most will achieve at least the expected levels in personal and social and emotional development before they leave the reception class.
9. An important factor in the very good social development of the pupils is the way friendliness and mutual respect are promoted very effectively by the example of the headteacher and other staff. Consequently, pupils relate very well to each other and to adults. Pupils readily help each other and discussion in pairs or groups frequently aids their learning. Care for others is very evident when older pupils help younger ones, for instance in the dining hall. Pupils' sense of responsibility towards others is also evident in their enthusiastic approach towards fundraising both for their own school's needs and also to support the needs of others. The quality of relationships means that bullying is rare. However, pupils are confident that staff will help to resolve any instances of oppressive behaviour that do arise.
10. Throughout the school pupils grow in responsibility for their own actions, because staff encourage them to consider each others' feelings. They behave very well because they know what is right rather than just because they are told what to do. A few pupils sometimes find it more difficult to behave but they mostly cope well because the school makes good ongoing efforts to support them. There have been no exclusions during the current school year. In the previous year four older boys were involved in several short fixed term exclusions which were used as part of a range of appropriate support strategies.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	312	8	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – African	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Provision for the pupils' spiritual and cultural development was judged to be satisfactory at the last inspection but now these aspects get good attention. Their spiritual understanding benefits because of the empathy they are helped to develop for the feelings of others. For instance, older pupils show perceptive insight into human emotions in their poems modeled on those of Wilfred Owen about the First World War. In religious education and in assemblies, pupils learn about Christianity and something of other world religions. Pupils greatly enjoy focus days which have an emphasis on creative subjects. The strong emphasis on consideration for others means pupils know that different peoples have different customs and beliefs and that these deserve respect. This is clearly reflected when they speak about the lives of people in previous times and in countries very different from their own. However, as the school recognises in its development planning, pupils' knowledge and understanding of the range of ethnicity and cultures contributing to life in their own country today is still relatively shallow.
12. Attendance is higher than at the previous inspection. It continues to improve because the school reminds parents of the importance of regular attendance. In 2002-2003 attendance was similar to the average in other schools. Attendance is higher this year than in previous years.

Attendance in the latest complete reporting year 2002-2003 (%)

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

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. Teaching and learning are **good** and curriculum provision is **very good**. A **very good** programme of enrichment activities very effectively enhances pupils' learning. Partnerships with parents are **good** and the school has **good** systems in place to check on the health, safety and well being of pupils.

Teaching and learning

The quality of teaching and learning observed during the inspection was **good** overall with very good features in many lessons.

Main strengths and weaknesses

- Teachers' planning is very effective
- Throughout the school, teachers encourage pupils to want to learn and in response pupils are very enthusiastic learners
- Teachers use a very good range of teaching methods and this leads to a good level of interest from pupils
- Teaching assistants provide good support to help all pupils learn effectively
- Teachers do not mark all work to a consistently high standard

Commentary

13. The good improvement in teaching since the last inspection is a direct result of a clearer focus on improved teaching skills and systems that track pupils' progress. The commitment to high quality learning is strong, peppered with enthusiasm and energy. The school has had a number of recent changes to staff and this has improved the quality of teaching and learning. As a result, approximately four fifths of lessons are good or better and there was no unsatisfactory teaching seen during the inspection. Many classrooms are vibrant learning spaces and particular care has been taken over communal teaching areas, such as the ICT suite, the new arts centre and the library. In spite of the constraints imposed by the accommodation for nursery and reception age children and Year 2 pupils, teachers work hard to provide opportunities that promote pupils' independent and collaborative work habits.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (14%)	35 (69%)	9 (17%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Teachers' planning is very good and addresses the needs of all pupils in the class. Teachers use a range of very good teaching methods including whole-class teaching, group and

individual work involving practical, investigative and problem solving activities. Activities such as the 'building learning power' activities very effectively encourage pupils to collaborate, think for themselves and become independent thinkers and learners. Time is managed well in most lessons. Little or no time is wasted because lessons are well organised, correctly resourced and pupils are clear what is expected of them. Learning intentions are consistently shared with pupils as are success criteria so that pupils are clearly aware what is expected of them. Teachers make good use of skilled support staff to help pupils learn. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. This leads to good achievement. Teachers manage pupils' behaviour effectively and the strength of their behaviour management strategy is the very good relationships between staff and pupils.

15. Teaching for children in the Foundation Stage is good and this has a positive effect on their learning. The staff manage the children well. Very good relationships with the children, clearly established classroom routines and very good organisation of resources all underpin the staff's approach. Staff frequently praise children's efforts and achievements and this fosters children's confidence and learning. Staff teach basic skills very well with high expectations of what children can achieve. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next steps in their learning. Support staff are deployed effectively in lessons and make a positive contribution.
16. Assessment arrangements are good overall. Pupils are given targets to help improve the quality of their work and test data is used to identify pupils needing additional support. In some instances, marking shows clearly how pupils can improve their work but this is not consistent practice. In mathematics for example, comments are often celebratory comments and do not clearly identify how pupils might improve the standard of their work. The school is aware of this and it is a point for action in the school improvement plan.
17. Pupils of all abilities are well supported throughout the school. The targets for pupils with special educational needs are taken into account well by support staff. These pupils are effectively encouraged to make contributions during whole class sessions resulting in pupils who work hard, can sustain concentration and show high levels of interest in their work. The pupils who are identified as gifted and talented are provided with good opportunities to extend their learning.

The curriculum

Curriculum provision is **very good** as is the range of opportunities to enrich the pupils' learning. The accommodation and resources are **good** and meet the needs of pupils effectively.

Main strengths and weaknesses

- Curriculum innovation is very good
- There is very effective provision of a broad, balanced and motivating curriculum, which meets the needs of all pupils including those with special educational needs.
- Opportunities for enrichment within and beyond the school day are very good
- The outdoor learning environment for nursery and reception children is unsatisfactory

Commentary

18. The highly innovative curriculum leads to high levels of pupil motivation. The curriculum fulfils all statutory requirements including religious education and a daily act of collective worship. Literacy and numeracy are linked effectively with other subjects helping pupils to understand, for example, that reading and writing have relevance beyond the boundaries of the English lesson. The school provides very well for the effective inclusion of all pupils who enjoy equality of access to the curriculum. The curriculum for pupils with special educational

needs and those identified as gifted and talented is very good. Policies and schemes of work are reviewed regularly to ensure that pupils' curricular experiences are always relevant. Good attention is given to sex education and provision is made to combat the misuse of drugs. An appropriate anti-racism policy is in place.

19. The provision for extra-curriculum activities, including visits and visitors, is a strength of the school and has a very positive effect on pupils' enthusiasm for school life. Planning for this aspect of the curriculum properly recognises opportunities for the development of social skills and relationships. Pupils participate in a very good extra-curricular programme for sport, music and ICT. The curriculum is also enhanced by links with Walsall Football Club Study Centre for the learning of Spanish. Very good links for enhancing learning in mathematics, ICT, and physical education have been developed with local secondary schools. There is good provision to ease pupils' entry into the next stages of education.
20. Visits and visitors enrich the curriculum. Pupils have visited a local garden centre, the Black Country Museum, a local mosque and church, and use the locality effectively in their history and geography studies. Older pupils particularly enjoy attending science workshops at the local secondary school and they also undertake a residential visit. The school frequently invites specialist teachers into school to enhance learning. This includes regular music tuition, historians, religious leaders and health and drugs specialists. Pupils become engrossed in subject-based days, known as 'focus days' in subjects such as history and art and design. These days offer pupils very good opportunities for drama and discussion activities and for handling enhanced resources. They also provide access to high levels of subject expertise from visiting presenters.
21. The school accommodation is good overall with very good recent improvements in the provision of an ICT suite, arts studio and additional classrooms. Reception classrooms remain open plan, and whilst this enables good use of shared resources, it is distracting for children when both teachers are talking to their classes. The school is currently replacing unsatisfactory accommodation for Year 2 and has imminent plans to improve the unsatisfactory outdoor learning environment for nursery and reception children.

Care, guidance and support

Staff give **good** attention to pupils' care and welfare. They provide pupils with **good** support and guidance and give **good** consideration to their views.

Main strengths and weaknesses

- Induction to the Foundation Stage is very good
- Pupils receive good guidance to help them work confidently and become effective learners
- The school is a friendly caring community and pupils are confident that staff will give them any help they need
- Good attention is given to meeting individual needs for support
- The school seeks pupils' views and takes their ideas seriously.

Commentary

22. Very good care is taken to help children settle happily into the nursery. For instance, staff visit the home of each one before they join the school so as to get to know them and their parents. Children are enabled to feel secure and cared for as they join in all the nursery activities and this contributes well to their achievements. Induction of new pupils into school is sensitively handled and careful arrangements are made as pupils move through the school. Transition to secondary school is well planned and executed. The school provides good personal support for parents and pupils to ease transition.

23. Throughout the school, the teachers' good understanding of individuals, their high expectations of pupils and the effective use of rewards for effort and achievement provide good support for pupils' learning. Older pupils speak very appreciatively of the strategies they learn for 'building learning power'. Pupils are also being introduced to an easily understood 'traffic lights system' to help them assess their own progress. All these factors contribute to a very positive atmosphere for learning
24. The headteacher and all staff show good care for pupils. If pupils have any worries they can readily get help. They are confident that if any misbehaviour should arise, staff would investigate and resolve matters fairly. Their health and safe living is promoted well through the good personal, social and health education programme. Good practical health and safety routines are followed to ensure the safe conduct of school activities. Although the school carries out appropriate risk assessments these activities are not consistently documented.
25. Good care is especially apparent for individuals whose circumstances might place them at a disadvantage. Those who may have difficulty in controlling their feelings, for instance, are invited to attend a special lunchtime club with the 'children's advocate'. Here a well-planned programme of activities helps them recognise, understand and control their feelings and attitudes towards others. Pupils with special educational needs similarly get good care and guidance matched to their needs. Their comments are considered when their individual education plans are drawn up. Appropriate liaison with outside agencies contributes to these aspects of support.
26. Staff readily take account of pupils' ideas and opinions. For instance pupils are encouraged to put forward ideas through circle time and through meetings of the school council. Pupils helped with a review of the behaviour policy and are making suggestions for new resources for the playground.

Partnership with parents, other schools and the community

The school takes **good** steps to inform parents and achieves a **good** partnership with them. Liaison with other schools and with the community is **very good**.

Main strengths and weaknesses

- The school is active in exploring new ways to inform parents and to encourage their support for their children's learning
- Parents take a good interest in the work of the school and contribute well to their children's achievements
- Opportunities to link with other schools and educational establishments are exploited energetically so as to play a very effective part in pupils' learning
- Community links makes a very good contribution to the breadth of the curriculum

Commentary

27. Ongoing efforts are made to sustain and extend partnership with parents. Good steps are taken to work with them to resolve any difficulty and also to share pupils' successes. Parents of pupils with special educational needs are invited to discuss their individual education plans. The headteacher takes good account of parents' views. This year he changed routines for parents' meetings to help meet their wishes for more information. He is already planning more changes because a significant number of parents have asked for a one-to-one meeting with their child's teacher earlier in the year.
28. Very good written information about the work that pupils will do, goes home to parents. A helpful web site has also been developed to aid parental support for homework; parents can use a computer in the entrance hall to explore this site if they do not have access at home.

Various letters give much relevant information, for instance about progress with the rebuilding work. However, as several parents point out, in some instances notice of particular events is rather short. Informative extra workshops and courses are arranged. Parents' attendance at these is variable, but those who come find they are a very helpful way to discover more about their children's work and how to help them. In response to the school's encouragement, parents make a significant contribution. Many hear their children read regularly at home and a number regularly help in lessons, especially in the nursery. Others assist with extra-curricular activities or through the activities of the parent-teacher association.

29. Links with other educational establishments are much stronger than at the previous inspection. Older pupils now benefit considerably from partnership with local secondary schools, for instance they can use facilities such as science laboratories. Other valuable input includes a recent mathematics road show presented by a visiting university team. Liaison with colleges and universities is developed very productively to equip staff with extra qualifications and expertise. The school in its turn helps others, for instance gifted and talented pupils from across the borough gain from the school's role as an advanced mathematics centre.
30. Partnership with the community is also much stronger now. Many visitors enliven the curriculum, for instance by demonstrating the music and dance of Tudor times. Well-developed links with the local football club bring benefits, including the chance for pupils to attend Spanish lessons at the stadium. Visits contribute very effectively, as when pupils study the area's industrial heritage at a local open-air museum. In one aspect links are less developed. Efforts to extend pupils' first-hand experience of the range of cultures and ethnic traditions now present in their locality are rather limited.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides excellent leadership and very good management for the school. Senior staff lead their areas very effectively. The governors provide effective governance.

Main strengths and weaknesses

- The leadership of the school has created a climate of high aspirations
- The headteacher has been instrumental in developing a highly stimulating and exciting learning environment
- Monitoring and evaluation systems are very good
- There is a very good commitment to staff development
- Very good financial management and strategic planning have enabled the school to enhance its provision significantly
- Very effective teams have been created to lead and manage aspects of the school's provision within a very clear structure
- The induction of new staff is excellent

Commentary

31. The headteacher has successfully built a team of staff who share his drive for improvement and offering the best provision possible for the school's pupils. His determination, coupled with the very good support of the senior management team, has kept the pace of improvement moving quickly. This reflects in: the improving tests results year on year (apart from the Year 6 results in 2003 although results were as expected); the improved quality of teaching and learning; the good achievement of the pupils; and their very good attitudes and behaviour. He has enthusiastically researched new developments and projects such as 'Excellence and Enjoyment' and 'building learning power' and has very effectively communicated his ideas to all staff. His leadership of curriculum development is excellent.

32. The focus on raising standards has been firmly placed at the door of improving teaching and learning and bringing enrichment to the curriculum. In a relatively short period of time, the 'Excellence and Enjoyment' work in particular, is proving very successful. It is giving pupils a voice and involvement in their learning, raising teachers' confidence and ensuring that teachers look for and make purposeful links between the different subjects of the curriculum. This has resulted in pupils being aware of what they are learning and why and gives real meaning to the activities they are offered. There is a climate for learning in the school, pupils say how much they want to learn, different groups are almost always well catered for and individuals feel valued. This is a school that knows how well it is doing and is fully aware of its strengths and areas for improvement. Monitoring and evaluation systems are a strength. Information from tests is thoroughly analysed and used to focus support and help where it is most needed.
33. The headteacher has created a very effective management structure that enables senior staff to play a significant part in the running of the school. The subject co-ordinators are very effective in their roles, and other areas such as special educational needs are led very well. The deputy headteacher gives very effective support and makes a significant contribution to the leadership and management of the school. There is a particularly good commitment to staff development built into the school's development plan. The induction of new staff is excellent. They are very well supported, and expectations are high.
34. The governors are kept well informed. They are aware of the school's strengths and where improvement is needed. The governing body fulfils its duties conscientiously and gives good support to the headteacher. Governors are developing a more proactive role in testing out whether the school is doing as well as it possibly can by questioning more regularly the decisions made about developments. Finances are very ably managed and members of the finance committee, together with the headteacher, make very good use of best value principles in the school purchases and use of resources. Although there is a high carry over figure this year, much of this money is earmarked for the continuing improvement of the accommodation, in particular Year 2 accommodation and outdoor provision for children in the Foundation Stage. Given the good standards of teaching and learning, the very good personal development of pupils and the standards they achieve, the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	957,215	Balance from previous year	124,638
Total expenditure	849,628	Balance carried forward to the next year	107,587
Expenditure per pupil	2118.77		

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

AREAS OF LEARNING IN THE FOUNDATION AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children are taught in two part-time nursery groups, and in two full time reception classes. Although the reception children are taught in two classes they are all in one main classroom for many of their activities. This allows effective use of resources, but it also presents a distraction when both classes are trying to listen and respond at the same time. Teaching and learning are good overall. Staff plan together and provide the same activities for all areas of learning for the parallel classes. The school has identified the need to develop a more effective outdoor learning environment. The absence of frequent access to the outdoors currently constrains learning in physical, creative and knowledge and understanding of the world areas of learning. The good assessment information and lesson observations show that the vast majority of children are attaining at least the levels expected for their age, with many attaining beyond this in all six areas of learning. This shows good achievement, resulting from good teaching overall. Provision for children with special educational needs is good. There is good leadership and management of the Foundation Stage by a recently appointed co-ordinator, who has made a good impact with recent initiatives and has a clear vision for further improvement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A very good induction programme and very good relationships promotes good personal, social and emotional development
- In child initiated and adult led activities children show good levels of independence and collaboration
- Children's attitudes and behaviour are very good.

Commentary

36. Children's independence and collaboration are promoted well in play and practical activities. In both nursery and reception, classes are well-organised and accessible resources enable children to initiate their own activities for parts of each session. A recently introduced routine in the nursery, in which children plan, do and review their play, provides satisfactory stimuli for these activities. Children are not yet secure in the routine, however, and some children lack a clear understanding of the options open to them, and are slow to become engaged purposefully. Relationships between children and staff are very good. Adults consistently model high levels of courtesy and care in their interactions with children, and they create a warm, welcoming atmosphere in which the children are well cared for and valued. Humour is used effectively to promote very positive attitudes to school resulting in the very good behaviour of the children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching in reception leads to above average standards in reading and writing and speaking and listening
- Provision for speaking and listening in the nursery is very good, leading to above average standards in early language development

Commentary

37. Children show very good achievement in their writing. The vast majority of children in reception understand the relationship between letters and sounds, they write their own names, and read simple text. This means they are attaining at least the level expected for their age. They show confidence when writing independently. They make lists, take messages in the role of a secretary, write captions for their illustrations, and retell stories. Approximately one third of the children are attaining levels above those expected for their age and are building words, from the sounds and letters they know, and are writing sentences. Very good lesson planning in reception ensures there are good levels of challenge for all ability groups. High expectations are placed on children to apply their knowledge of sounds and letters as they write and read in groups and independently. Consequently children make very good progress. This builds on the good achievement in the nursery in speaking and listening. Children regularly join in rhymes, stories and discussions with adults. They are also encouraged to draw and use their own symbols for 'writing'. Children become increasingly confident and develop very good attitudes to reading, drawing and writing, expressing themselves very well through their talk.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Very good teaching leads to above average standards
- Children of all ability groups achieve well, benefiting from very good levels of adult support

Commentary

39. In the nursery children are encouraged to count for meaningful purposes in their daily routine. For example, they count at snack time and when clearing away equipment. During a visit by 'Bob the Builder' children counted bricks, and added two or three more as a wall was built. They read numerals and enjoy counting on and back in rhymes. In reception, children demonstrate very good learning as they calculate. The majority of children record simple addition number sentences, writing numerals correctly. They recognise odd and even numbers to 20 and count on and back confidently from 20. All children can double small numbers, and nearly half of the children can confidently and accurately double numbers to 20. This shows standards that are above those expected for their age and good achievement. Teachers' planning in reception is strength. It maximises the use of resources and ensures all ability groups are challenged well. Effective use is made of learning support assistants, who make a very positive contribution to children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A stimulating curriculum promotes very good attitudes to learning
- Regular opportunities to observe and explore are constrained by limited access to an outdoor learning environment for the Foundation Stage

Commentary

39. The use of ICT, programmable toys and a listening station promotes children's interest and encourages them to experiment and develop their skills. Children enjoy visits within the community, for example the local garden centre, as part of their work on growth. Visitors also stimulate high levels of interest, for example 'Bob The Builder' demonstrated mixing cement and building a wall. This promoted good opportunities to notice change in materials and to develop their vocabulary. As children make models, using construction kits and found materials, they explore simple mechanisms and joining techniques. The majority exceed the early learning goals expected by the end of their time in the reception class. Achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Good provision for music is provided by a visiting music teacher
- Good opportunities are provided for developing children's imagination through play

Commentary

40. Provision for creativity through music is good. Children have access to instruments in the classroom, they sing regularly and they receive good teaching from a music specialist. Children thoroughly enjoy using a wide range of percussion instruments, and they also explore sound using other materials such as plastic cartons, cardboard boxes and cellophane wrappers. In the nursery, children select from a wide range of materials when making their own pictures. Good learning opportunities promotes well the children's understanding of characters and events in stories, and enables them to act out roles they have observed. For example, in the flower and vegetable shop and 'Bob the Builder's yard' they become shop keepers and builders. The hall and the arts studio are used regularly for dance and movement activities. A wide range of other play equipment stimulates children's imaginations. For example, they create imaginary worlds with play vehicles and people, and use sand, water and construction kits. Creative opportunities in the outdoor environment are constrained by the lack of an easily accessible outdoor area. By the end of the reception, the majority exceed the early learning goals expected for the children of this age and achievement is good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Children show good levels of control and co-ordination in indoor movement sessions
- Opportunities for using small apparatus in the playground promote good ball skills

Commentary

41. Children regularly use the hall and arts studio for dance and movement activities. The playground is used daily for controlling wheeled toys and small apparatus. In these activities children achieve well. However, opportunities to balance, climb, jump and slide in more adventurous and imaginative ways are constrained by the lack of outdoor provision. Staff have given careful thought to broadening the range of physical activity outside but larger equipment is not available to them. In the movement lesson observed in the arts studio children thoroughly enjoyed climbing over, under and through equipment, and were encouraged to balance at a low level. Children were active throughout the session, leading to good achievement. By the end of reception the majority of children exceed the early learning goals expected for children of this age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Standards are above those expected for the pupils' age and achievement is good
- The quality of teaching and learning is good throughout the school
- Pupils have very good attitudes towards their work
- Leadership and management are very good
- ICT is used well to support learning in this subject
- Marking does not consistently inform pupils of how they might improve their work

Commentary

42. By Years 2 and 6 standards of speaking and listening, reading and writing are above those expected for the pupils' age and pupils' achievement is good. This good achievement is because of the good quality of teaching and learning.
43. Most pupils start school with already well developed speaking and listening skills. These are developed as pupils move through the school, and most pupils in Year 6 have a good vocabulary and are able to express their ideas clearly. There are good opportunities in most lessons for pupils to discuss things in pairs and small groups, and they respond very well to these activities. There is very good use of the National Literacy Strategy to develop reading skills, and there are good opportunities for pupils to read individually and in groups. Good support from parents also makes a significant contribution to learning in this area. Expectations are high and, within the reading sessions, teachers and other adults focus very well on high level skills, so that pupils are enabled to understand literary features and appreciate the way in which authors create their effects. As a result, a very high number of older pupils attain the higher than expected level (Level 5) where they begin to understand meanings beyond the literal. There is a good carry-over of the literary features appreciated in reading into pupils' writing. Throughout the school pupils are encouraged to write independently and by Year 6 most pupils write confidently, structure their writing clearly and punctuate it correctly. They choose words carefully to create a particular effect. This is because the staff teach these skills well. Most pupils are able to use writing as a tool; in note-making, writing scientific reports or a vivid description.
44. Teaching and learning are good and sometimes very good. Teachers use a good range of methods to engage and encourage pupils to learn. There is some very effective use of 'learning partners', where pupils discuss their work in pairs and develop ideas together. Teachers are particularly effective in setting very clear learning intentions and success criteria and sharing them with the pupils. This helps pupils to understand what they need to do to succeed. Lessons often return to these objectives in the final, plenary, session and reinforce the learning. The objectives themselves are often derived from the school's good assessment data that enables teaching to be very well focused on individuals and groups. In the best lessons, teachers amend the lesson structure as they go along, in response to the way in which pupils are learning. All teachers manage pupils' behaviour very successfully through the very good relationships that they have with them. Therefore, pupils' behaviour is very good and they apply themselves readily to the work and try hard to do their best. Teachers use support staff effectively and computers efficiently to help pupils develop their literacy skills. Although all staff mark work conscientiously, marking does not always identify how pupils might improve the standard of their work.
45. Leadership and management are very efficient and effective. Monitoring and evaluation systems are very good resulting in a very relevant development plan. The co-ordinator is

very aware of the need to develop further formative assessment techniques. She provides a very good model to other staff and has been very proactive in supporting them in improving the teaching of spelling and writing. 'Best writing books' have been introduced which effectively track pupils' progress in writing. Resources are good and there has been very good improvement since the last inspection.

Language and literacy across the curriculum

46. Throughout the school teachers use pupils' literacy skills effectively across the curriculum. For example, pupils' reading skills are used well to research information and in science, geography and history, pupils have good opportunities to practise different types of writing. There is some good use of paired and groups discussion in many subjects which develop pupils' speaking and listening skills as well as developing their understanding.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are above age related expectations
- The quality of teaching and learning is good and sometimes very good resulting in good pupils' achievement
- Good opportunities are provided to meet the needs of the most gifted and talented mathematicians
- Leadership and management are very good.
- Pupil's attitudes and behaviour in lessons are very good
- Special educational needs pupils are supported well by teaching assistants
- Marking does not clearly inform pupils of the next steps of learning.

Commentary

47. Standards in mathematics have improved over recent years, and although there was a dip in the percentage of pupils in Year 6 that achieved the national standard last year, assessment analysis indicates that results will improve this year. At the end of Year 2, standards are also steadily improving, with a growing number of pupils attaining at the higher Level 3. Pupils achieve well throughout the school. Those with special educational needs make very good progress. Teaching assistants who work with these pupils have received additional training and are consequently providing them with very good support. The pace and challenge in lessons ensure that not a moment is lost and pupils quickly move on to extension activities. All teachers are very secure in their use of the National Numeracy Strategy. Pupils enjoy mental problems and teachers encourage them to use a range of strategies to solve problems. There has been a significant improvement since the last inspection, especially in the raising of standards and leadership of the subject.

48. The teaching in Years 1 and 2 is consistently good and is making a positive impact on the pupils' learning. Most of the pupils are very confident working with numbers up to 1000 and make good progress working either in pairs, groups or individually. Behaviour in lessons is very good and recording in books is accurate and neat. By the end of Year 2 the vast majority of pupils attain the expected level for their age with almost half attaining the higher level.

49. In Years 3 to 6 the good progress is maintained with the vast majority of pupils achieving well due to good and sometimes very good teaching. This is confirmed by the steady improvement over time in National Curriculum tests apart from in 2003. Although there was a dip in last year's Year 6 results an analysis of this cohort assessment results indicates that

these pupils made at least satisfactory progress. All the positive points noted in Years 1 and 2 are maintained with teachers challenging and supporting pupils effectively. The more able pupils are given opportunities, through the 'Advanced Mathematics Centre', to work with more able pupils from other schools. In most lessons, teachers make good links between mathematics and everyday situations. For example in a Year 5 lesson, pupils were challenged with a variety of problem solving activities which the pupils had to link to experiences that they had encountered in their lives. When they had understood the strategy to use they were then given more challenging numbers to work with.

50. Learning intentions and success criteria are always shared with the pupils. There is good day-to-day assessment taking place which, combined with careful tracking of the progress undertaken by the co-ordinator, helps each teacher to plan more effectively. The books that the pupils use to record their work reflects the high standards the teachers are aiming for, and presentation skills are good. The marking in these books, however, is mainly to celebrate work achieved and rarely indicates the next learning step for the pupil. This is something the co-ordinator is aware of and beginning to address but there is no consistent method used throughout the school. Leadership and management are very good and there are well structured systems for monitoring pupils' work and class teaching. This enables the co-ordinator to have a very good understanding of strengths and areas for development.

Mathematics across the curriculum

51. There is a very high priority given to using mathematics throughout the curriculum. For example in ICT pupils use spreadsheets and input and interrogate data in data handling activities. In history pupils use their knowledge of time and sequence to find out about the past and in geography knowledge of co-ordinates support the pupils' developing understanding of maps. British Telecom is working with the school devising a cross curricular project using Business Enterprise funding. In this project pupils have to interpret data, work out income and expenditure as well as look at banking issues and billing customers. The school website has links for mathematics homework and parents have been encouraged, through parents' mathematics evenings, to support this cross curricular approach.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good resulting in pupils' achieving well
- Standards by Years 2 and 6 are above those expected for their age
- Pupils' attitudes and behaviour are very good
- The very good science curriculum is broad and stimulating
- There is very good provision for pupils with special educational needs
- Teachers' marking is variable and does not always indicate how pupils might improve their work

Commentary

52. The work in lessons and books shows that standards by Years 2 and 6 are above age related expectations in knowledge of scientific vocabulary and facts. Pupils' understanding of how to carry out science explorations and investigations throughout the school is very secure. The science curriculum is enriched very well by the wide range of practical opportunities for learning, and the meaningful contexts in which scientific investigations are carried out. However, there are some missed opportunities for pupils to develop their own hypotheses by raising questions or making predictions before checking their theories.

53. Teaching and learning are consistently good throughout the school. There is good emphasis in promoting pupils' understanding of scientific vocabulary as was seen in Year 2 for example, when the teacher emphasised correct use of language as pupils studied the differences between fruits and vegetables. The use of numeracy skills such as measurement and data handling is good. This was seen in Year 4 for example, as pupils tested a range of cooking fats, measuring how long it took to change from solids to liquids when heated. They measured time accurately and interpreted their results well. In Year 5, pupils showed a good understanding of how to test their own questions relating to the conditions needed for seed germination. They effectively applied their previous learning about fair testing and the conditions for growth as they planned a test. Collaboration in small groups was very good. In Year 6 a very good demonstration of evaporation and condensation promoted good understanding of scientific vocabulary and of the water cycle. The very good use of resources in practical contexts, and the good use of ICT to illustrate and explain ideas contribute to pupils' very positive attitudes to learning. They are highly motivated and behave extremely well. The wide range of teaching methods used promotes very good concentration and enthusiasm in all pupils, including those with special educational needs. The range of methods includes pupil discussion, practical work, the use of books, pictures and ICT for individual research, as well as first hand observation. Pupils of all abilities respond very well in paired and group tasks, enjoying good support from learning support assistants. The quality of marking throughout the school, however, is variable and needs to be improved in some classes in order to help pupils understand how they can improve their work.
54. There has been good improvement in standards and pupils' achievement since the last inspection, and very good improvement in the use of ICT and in the use, quality and range of resources. There is very good leadership of the curriculum, including a vision for improvement and the provision of an inclusive curriculum. Management, including the monitoring of teaching and the use of test data to identify strengths and weaknesses in science provision, is also very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology [ICT] is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and sometimes very good
- Standards throughout the school are above expectations and pupils achieve well
- Teachers are very confident in using resources and helping pupils to make good use of ICT resources in other subjects
- The deployment of a teaching assistant in the ICT suite is having a positive effect on learning
- Pupils' attitudes and behaviour in ICT lessons are never less than good

Commentary

55. Provision for ICT and the standards pupils are attaining have improved considerably since the last inspection. Resources are of a high quality and have benefited from a heavy investment in new technology with the provision of interactive whiteboards in some classrooms. Staff training has been effective in enabling teachers to develop the expertise to exploit this technology to its fullest, not only to teach basic skills but also to enhance teaching and learning in other subjects. The school has a computer suite that is effectively timetabled and used by all year groups. The layout of this suite enables pupils to have more than adequate space to work in pairs when necessary. The school is fortunate to have a well

qualified teaching assistant who is based in the suite and provides the adults and pupils with both teaching and technical support. Planning is shared with the teaching assistant prior to the sessions in order to maximise learning potential. Teaching assistants who work alongside pupils in classes are also confident in using ICT and consequently pupils with special educational needs make good progress.

56. Teaching and learning are good and sometimes very good. In one very good lesson in Year 1, pupils compared a pictogram, made with pencil and paper, with the one they created themselves using an interactive whiteboard. They were very clear about the benefits and limitations of both processes. In this lesson pupils were able to use a menu, add graphics and save the program. Pupils are effectively taught the full range of ICT skills and by the end of Years 2 and 6 standards are above those expected for their age. Examples of pupils' work show that they are learning to use ICT for word processing, graphics, the Internet and handling data as well as control, monitoring and modeling. Computer paint packages have been successfully used to produce patterns, for example, by Year 2 pupils for their work in religious education on Joseph's coat of many colours. Year 1 pupils have used hyperlinks to find information on websites, read online stories written by Year 4 and have e mailed 'Sebastian Swan'. Year 5 pupils have word processed their own poems in the style of Wilfred Owen and used a publishing program to produce some interesting information on mountain bikes. Topic work is enhanced by using a digital camera and downloaded information from the Internet, whilst Year 6 pupils have the ability to make their own multi media presentations.

57. Confidence levels are high amongst pupils and they enjoy the subject and show very good keyboard skills. Information and communication technology lessons are exciting and pupils relish the challenges posed. Lessons are carried out at a demanding pace with the teachers making full use of the 'demonstrator mode' to help pupils understand what is expected of them. Leadership and management are very good. Planning, assessment of pupils' work and teaching and learning are monitored and evaluated regularly.

Information and communication technology across the curriculum

58. There is very good use of ICT across the curriculum. The introduction of the interactive whiteboards has helped to enable this to be a strong feature of the school. Information and communication technology is planned into all subject areas and is used effectively in lessons to support learning. There is particularly strong focus in English and mathematics and English lessons are regularly taught in the ICT suite. The school website gives pupils and parents opportunities to link into a variety of other websites to support homework and topic work. Staff use online facilities for their planning and parents have been offered computer courses in order to give them the skills to support their pupils.

HUMANITIES

GEOGRAPHY

59. This subject was sampled during the inspection but not in sufficient detail to provide a judgement on provision. No lessons were observed, but discussions were held with pupils and a review of their written work and planning was completed. From this evidence it was evident that standards are above those expected for the pupils' ages by Years 2 and 6 and their achievement is good.

60. The scrutiny of planning and pupils' work indicates that there is a broad, stimulating and enriched curriculum, offering good opportunities for learning. Well-resourced units of work enable pupils to develop a good understanding of the commonality of human experience as they compare their own locality with distant places, such as villages in Mexico and India.

There are good opportunities for geography fieldwork using the school grounds, the local common and during the Year 6 residential visit. Leadership and management are good and the co-ordinator has a good understanding of the strengths and areas for development in provision. This subject makes a very positive contribution to pupils' understanding of other cultures. Although marking is satisfactory, it does not consistently help pupils to improve the quality of their work. There has been very good improvement in the provision of resources and curriculum guidance since the last inspection.

HISTORY

Provision in history is **very good**

Main strengths and weaknesses

- A highly motivating and enriched curriculum leads to standards above those expected for pupils by Year 2 and Year 6
- Pupils demonstrate very good behaviour and attitudes to learning
- There is very good teaching, use of resource and curriculum planning resulting from very good leadership and management

Commentary

61. Pupils' achievement and attitudes to learning are very good. Teaching and learning in junior classes are very good. No lessons were observed in infant classes. Teachers and visiting historians confidently deliver exciting lessons and encourage pupils to handle attractive resources. This leads to lively discussions and opportunities for pupils to express their own ideas and views through drama, music and dance. In some of the lessons observed, visiting speakers made a particularly strong contribution to 'history focus days', which lead to very good learning about how people lived and worked in Roman and Tudor times. Pupils also develop a good sense of chronology in their study of John Lennon. Again pupils use and interpret a rich range of sources of information, including newspaper articles, photographs, personal accounts and the work of contemporary artists.

62. Provision for all groups of pupils, including those with special educational needs, is very good. Teachers are very well supported through very good access to resources and detailed planning guidance. These increasingly incorporate the school's mission to engage pupils in a wide range of learning opportunities, valuing their responses through the arts, drama, discussion and practical experiences, as well as their literal responses. This reflects very good leadership and management of the curriculum by the subject co-ordinator.

63. Outstanding features are the extremely positive attitudes expressed by pupils of all ages and their consistently very good behaviour. Pupils throughout the school were not only very knowledgeable about the periods in history they had studied, including the ways in which information about the past can be accessed and interpreted, but were also very highly motivated and excited about their learning

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above the expectations for their age by Years 2 and 6
- There has been very good improvement since the last inspection

- Pupils show good achievement and very good attitudes towards this subject
- Good lesson planning ensures the needs of all pupils are met well
- Marking needs to be more consistently used to support pupils' learning

Commentary

64. There has been very good improvement in teaching and learning, the standards attained and the achievement of pupils since the last inspection. Pupils show very good attitudes and behaviour in lessons. They listen very well, and they collaborate extremely well in drama activities when creating puppet shows and during group discussions and tasks. The wide range of teaching strategies motivates pupils very well and promotes good learning. Pupils also learn well from visiting religious personnel, and from visits to Christian and Islamic places of worship. This enrichment leads to good achievement by all groups of pupils, including those with special needs.

65. Teaching and learning are good. Lessons are well planned and adapted to meet the needs of pupils, taking account of their abilities and preferred ways of learning. During lessons about Joseph and his coat of many colours, and of the Good Samaritan, teachers promoted pupils' knowledge about Judaism and Christianity well. Furthermore they were skilled at helping pupils consider the moral issues in these stories, relating them to the pupils own experiences. For example, pupils explored feelings of jealousy and compassion, and how these feelings might feature in their own lives. In discussions, the pupils also demonstrated a good understanding of some of the religious practices in Sikhism and Islam. The requirements of the Agreed Syllabus are met well. Procedures for assessment have been reviewed, and careful consideration has been given to developing a system which meets the needs of the curriculum. This has not yet been fully implemented, however. The quality of marking is satisfactory overall but is not used consistently throughout the school to help pupils to improve the quality of their work.

66. The subject is led and managed well. A very thorough subject improvement plan and analysis of pupils' responses indicates good evaluation and a secure vision for improvement. The quality and range of resources are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. As no lessons were seen in **design and technology** and **physical education** and very few lessons seen in **art and design** and **music**, it was not possible to make firm judgements about provision, standards, achievement or teaching and learning in these subjects apart from in art and design. In this subject, standards are above those expected for the pupils' age and achievement is good

68. It is evident from displays in corridors and the classrooms that **art and design** effectively enhances the learning environment. Art focus days are a strong feature evidenced in the planning for each year group. During these focus days, time is made available for pupils to develop carefully their knowledge, skills and understanding of art and design. For example pupils in Year 2 spent a full day looking at 'Mother Nature's Designs' using magnifying glasses to look carefully at leaves in order to improve their observational drawing skills. Pupils in Year 1 had used mirrors to produce their own good quality self portraits as well as painting portraits in the style of Picasso. Year 4 pupils had printed 'A Dream' using inks, with the process being carefully documented with the use of a digital camera. The Tudor portrait galleries in Year 6 reflected the good use of colour mix and attention to detail. Funds have been made available to enable pupils to experience working with artists in residence. There are effective links with other subjects such as geography, history and ICT and detailed portfolios are kept of pupils' work in each year group.

69. In **design and technology**, pupils follow the nationally recommended programme of work to ensure progression of learning throughout the school. Effective planning ensures that design and technology is closely linked to other subjects. For example, the very good display of 'Joseph and his coat of many colours' in the Year 2 corridor shows good links with ICT through using a paint program and pattern making in art. This display carefully highlights the skills and techniques required throughout the process. Years 3 and 4 have planned their ideal playground and Year 5 pupils have made music from the instruments they have designed and made themselves. From discussions with pupils they clearly understand the processes involved in design and technology and are able to evaluate their work.
70. In **music**, the peripatetic music teacher makes a good contribution to developing pupils' knowledge and skills. This teacher works alongside teachers of the older classes and supports the pupils playing tuned and untuned percussion instruments and singing. By the end of Year 6 all pupils are able to follow music notation when playing an instrument. Some pupils have additional instrumental lessons given by a range of peripatetic music teachers. In one music lesson, pupils who played the flute, violin, cello and piano accompanied pupils who played percussion instruments enhancing the range and quality of sound. Pupils sing in tune in assemblies and music lessons and at present there are two choirs available for pupils to join. Opportunities are created to listen to a range of music whilst working in lessons, coming into assembly and also by inviting musicians to perform in school. The local education authority support service recently provided a woodwind orchestra to perform for the pupils and on another occasion Year 6 pupils were able to see and hear a range of Tudor instruments being played.
71. Facilities for **physical education** are good and include a hall, separate hard outdoor areas and a large field. The range of equipment is good and is neatly stored in a garage alongside the playground. There are links with other subjects for example, in the recent history focus day Year 6 pupils were taught dances to Tudor music. Other focus days have been developed to enhance skills in multi-sports, athletics and dance and parents have also been invited to participate. All aspects of physical education are covered well, pupils swim from Year 3 onwards and more talented pupils are able to obtain places on holiday courses or work with pupils with similar talents from other schools. There will be a focus on rugby next year with the development of a rugby academy. Additional coaching is provided from local football coaches enabling pupils to develop their football skills. There are very good links with a local sports college who provide funds for transport and arrange courses for teachers. School teams are very successful in competitions and pupils comment on how much they enjoy physical education activities.
72. The leadership and management of art and design, music and physical education are good. Leadership and management of design and technology are satisfactory. The co-ordinator has been absent for some time and the subject is now being supported by a newly appointed member of staff who will need time to develop the role. Subject co-ordinators have a clear view of strengths and areas for development as there are good planning and clear processes for the monitoring and evaluation of these subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Few lessons were seen in personal, social and health education and citizenship and therefore no judgement is made about overall provision. However, it is abundantly clear that the school gives a very high priority to the pupils' personal development and, from the nursery to Year 6, pupils' achieve consistently well in the development of personal qualities and skills. Personal, social and health education and citizenship is well planned across the curriculum, including good attention to sex education and the misuse of drugs in accordance with the governors' policies. The school council very effectively represents pupils' views and the way in which Year 6 pupils lead and manage council meetings indicate their increasing

confidence, sensitivity and strong personal development. It is evident that by Year 6, pupils have become accustomed to discussing important issues, in a mature and sensible manner, and readily express their views in the knowledge that they will be listened to and their views respected. The very good relationships teachers establish with pupils are the cornerstone of the teaching and provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives. Activities beyond the normal school day make a very significant contribution to pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgements</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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The leadership of the headteacher	1
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).