

INSPECTION REPORT

Oaklands School

Leicester

LEA area: Leicester City

Unique reference number: 130353

Headteacher: Mr A Moran

Lead inspector: Mr D Smith

Dates of inspection: 26th – 28th April 2004

Inspection number: 265741

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community special
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 58

School address: Whitehall Road
Evington
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Leicestershire
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Appropriate authority: The governing body
Name of chair of governors: Mr Ashok Patel

Date of previous inspection: July 2002

CHARACTERISTICS OF THE SCHOOL

Oaklands Community Special School is located in Leicester and gained a School Achievement Award in 2003. The capacity of the school is eighty and currently there are fifty-eight pupils on roll. Thirty-eight of the pupils are boys and twenty are girls, one of whom is dual registered. Six of the pupils reside in Leicestershire. The pupils have moderate learning difficulties with a range of additional special educational needs. Fifty-seven of the pupils have statements of special educational needs and one pupil is undergoing assessment. Thirty-two pupils are from minority ethnic backgrounds and twenty-one of the pupils are in the early stages of English language acquisition. Both of these figures are a very high number of the school population, when compared to the average for similar schools nationally. Two of the pupils are in public care and twenty-four pupils are eligible for free school meals. The future role of the school is under review by the Local Education Authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17323	Mr D Smith	Lead inspector	Science
			Art and design
			Physical education
			English as an additional language
19646	Mr N Shinhmar	Lay inspector	
15600	Mr C Richardson	Team inspector	Mathematics
			Information and communication technology
			Design and technology
			Music
17260	Mrs J Taylor	Team inspector	English
			Citizenship
			Modern foreign languages
10760	Mrs P Clark	Team inspector	Geography
			History
			Religious education
			Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	14
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many very good features and the school provides good value for money. The pupils achieve well, making good progress in their learning as a result of the good and, at times, very good teaching. Standards are good for all age groups in the school. The leadership of the school is very good, both the management and governance are good.

The school's main strengths and weaknesses are:

- The school is very well led with a clear vision and a shared sense of purpose.
- The school has a very good ethos with very good opportunities for pupils to express their views and, as a result, they are very interested in school life and behave very well.
- The curriculum enrichment and extra-curricular activities are very good and consequently the pupils' achievement is good and their personal development is very good.
- The very good teamwork ensures that behaviour management is very effective.
- The unsatisfactory monitoring of quality and standards by subject co-ordinators.
- The pupils' spiritual, moral, social and cultural development is very good.
- The care, welfare and health and safety are very good and, as a result, the pupils feel safe and secure and have very trusting relationships with the staff and other pupils.
- Too few opportunities are provided for the pupils to write for a range of purposes and audiences.
- The very good links with parents and, as a result, the pupils have very good attitudes to the school.
- The use of information and communication technology (ICT) in other subjects is unsatisfactory.

The school has made good progress since the last inspection. The staff and relevant stakeholders have, with a determined and collaborative approach, continued to lead improvement in the school after coming out of special measures. The senior management team has gained in confidence and skills and now provide very good support to the headteacher in the leadership of the school. The continuing professional development of the staff, linked to effective performance management, has been instrumental in raising the quality of teaching and learning. Taught time is sufficient and the available time is used effectively to promote good achievement. The role of the teaching assistants has been formalised and their support for the learning and personal development of the pupils is very good. The school has a strong relationship with the neighbouring primary school and this has extended the inclusion opportunities available to pupils.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 2	Good	Good
Year 6	Good	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Pupils' achievement is good. In Years 1 to 6 pupils achieve well. Pupils who are in the early stages of English language acquisition and pupils in public care achieve as well as their peers in the rest of the school. The needs of the pupils with additional special educational needs are effectively met and they achieve well. Pupils' achievement in mathematics and science is good and it is satisfactory in English. Pupils are provided with too few opportunities to develop and extend their writing skills and, as a result, their achievement in writing is unsatisfactory. Pupils' achievement in geography and ICT for pupils in Years 3 to 6 is very good. It is also good in most of the other subjects although it is satisfactory in music.

The school makes very good provision for the pupils' moral, social and cultural development and good provision for their spiritual development. The school promotes very good relationships and this contributes to the very good ethos of the school. Pupils' attitudes are very good, they behave very well and, as a result, no pupil has been excluded from the school during the last reporting year. Pupils' attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching, learning and assessment is good. The quality of teaching and learning is good in mathematics and science and it is satisfactory in English. It is at least good in all other subjects and very good in a significant number of lessons. The quality of teaching and learning is consistently very good in geography. The use of assessment to inform target setting and planning is good. The curriculum provision is good. It fully meets the pupils' special educational needs and provides pupils who are in the early stages of English language acquisition with full access to good learning opportunities. Both the enrichment of the curriculum and the provision of extra-curricular activities are very good. The pupils are very well cared for and receive good support and guidance. The school has very good systems in place to consult pupils and take their views into account. Very good links have been established with the parents and the school has good links with the community. Strong relationships have been built with other schools as a good basis for the further development of the inclusion opportunities provided for the pupils and staff.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governance of the school is good. The governing body support and challenge the senior managers well and they ensure that all statutory requirements are met. The leadership of the headteacher and key staff is very good. They are very effectively supported by members of staff, at all levels, in the school. This very good teamwork, combined with very clear planning, has provided a very clear sense of purpose to drive forward continual improvement. The school leaders provide very good role models for other staff and pupils and help to create the very good school ethos. Curriculum leadership is good but the monitoring of quality and standards by the subject co-ordinators is unsatisfactory. Financial management is very good and is very firmly based on best value principles. The school has not yet developed an outreach service.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very positive about the school and, as a result, the school's partnership with parents is very good. The school provides very good information to parents and very effectively seeks and acts on their views. The parents have previously mentioned the lack of homework as an issue but in their response to the questionnaires and following discussions with the parents it is clear that this is no longer a problem. Pupils enjoy being at the school and behave very well. They are very interested in lessons and activities and have very good relationships with others. The pupils particularly enjoy the opportunity to take part in a wide range of exciting and stimulating activities.

IMPROVEMENTS NEEDED

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

- The monitoring of quality and standards by subject co-ordinators.
- The opportunities for the pupils to write for a range of purposes and audiences.
- The use of ICT in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is good. This achievement is consistently good across the school. The large number of pupils who are in the early stages of English language acquisition, achieve as well as their peers in the rest of the school.

Main strengths and weaknesses

- Pupils achieve well in mathematics and science.
- The effective use of data to boost performance.
- Pupils' achievement in writing is unsatisfactory.
- Pupils achieve very well in geography and pupils in Years 3 to 6 achieve very well in ICT.

Commentary

1 As pupils progress through the school, their achievements in mathematics are consolidated and built on as they make good gains in their learning. In Year 2, pupils achieve well as they recognise geometrical shapes and sort them according to size. By Year 6, pupils have progressed considerably and many can understand lines of symmetry and confidently use bar charts to display data. Pupils achieve particularly well in science and this is reflected in the good levels that they achieve in their national test at the end of Year 6. Higher attaining pupils in Years 3 to 6 are developing their understanding of a fair test and can apply this accurately to a range of practical situations. The pupils make particularly good gains in their learning when they experience practical and investigative situations. Pupils use an extended range of scientific terms and apply them with good levels of confidence and accuracy.

2 The school's good use of data is demonstrated by the fact that pupils who are in the early stages of English language acquisition were underachieving in relation to their abilities. In response the school put into place additional support and these pupils now achieve well, overall. Also, areas of underachievement in mathematics and science were identified and effective booster classes were organised to help the pupils to achieve well. The school is now in the position to set appropriate whole school targets and individual pupil targets as a means of effectively challenging the pupils to achieve well.

3 Pupils, particularly those that are more able, are provided with too few opportunities to extend their writing skills. Many tasks, for example, in science are too reliant on worksheets and only require short answers. This is also the case in history where pupils' previous working shows limited evidence of extended writing. In English, opportunities are lost, for example, to challenge pupils and expect them to write their own story. The school, by the use of effective assessment systems, has identified the development of pupils' literacy skills as a key priority and has already started to implement strategies designed to boost their performance.

4 In geography, pupils develop a very good awareness and understanding of the world around them. They recognise and name important landmarks and geographical features in the locality. Pupils in Years 3 to 6 know some of the similarities between their area and other places. Pupils achieve particularly well when they extend their observation, investigative and recording skills on a visit or field trip. Pupils know and accurately use, at a level appropriate to their ability, a very good range of geographical terms. By Year 6, pupils have developed a very good range of ICT skills. They are confident in the use of computers and are keen to make further gains in their learning. Their word processing skills include combining text and graphics to produce high quality work. They can confidently programme a screen turtle to follow a prescribed path. They particularly enjoy using the Internet when researching a specific topic and retrieve relevant information. They very effectively

use a spreadsheet to input information and calculate the type of lunches pupils require. The more able pupils are working at levels close to the average of their peers in mainstream.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good. Pupils make good progress in their personal development because provision for their spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The promotion of very good relationships and very effective management of all forms of harassment throughout the school.
- The very high expectations for pupils' behaviour and as a result the pupils' very good behaviour.
- The very good promotion of pupils' spiritual, moral, social and cultural development and this is an improvement since the last inspection.
- Procedures to promote attendance are very good with good support from parents and consequently the pupils attend well.

Commentary

5 The warmth and sincerity of the relationships throughout the school promotes the school's very good ethos. The staff and pupils live and learn in a community where there are very good levels of mutual support and respect. Any aspects of bullying or harassment are managed very fairly by the staff and pupils are gaining an understanding of the difference between right and wrong actions. The school does provide opportunities for the older pupils to take on responsibility by initiatives such as paired reading and the buddy system and they respond very well to these. They develop friendships and parents are aware that many of the pupils remain friends after leaving the school. A major impact of the security of trusting relationships is the effective increase in pupils' level of self-esteem and this gives them the confidence to tackle the challenges posed by their lessons and activities.

6 Pupils behave well in the classroom and outside the school. At the end of lessons pupils tidy up their workspace and are responsible for their actions. Pupils' achievement is celebrated in the classroom and during assemblies. Pupils who make good progress in their learning and behaviour are awarded Squirrel Stamps by the staff. The headteacher rewards pupils that reach their weekly target for the number of stamps awarded. Certificates are awarded, for a range of other achievements, in a weekly celebration assembly. When asked, most of the pupils are clear that they enjoy assemblies. Pupils enjoy coming to school and are very supportive of each other. In a swimming lesson located in a nearby community swimming pool, pupils appreciated that behaving exceptionally well and listening carefully to their teachers is an integral factor in their safety and learning of new swimming skills. The pupils' very good behaviour is reflected in the fact that there were no fixed-term or permanent exclusions during the last reporting year.

Exclusions

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	26	0	0
Mixed – White and Black Caribbean	3	0	0
Asian or Asian British – Indian	18	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Any other ethnic group	1	0	0

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

7 Respect for the feelings and beliefs of other people are developed very well during assemblies and religious education lessons. Towards the end of the assembly, pupils' are provided with time to reflect on the assembly themes. Many opportunities are provided to learn about other faiths and cultures. A number of collective acts of worship are devoted to festivals of world faiths such as Vaisakhi, Divali, Eid and Christmas. The school celebrates Christian festivals during the year. The school also celebrates and reflects on cultural diversity of the school population. The school recently celebrated Vaisakhi festival and staff were recalling vividly the energetic preparation and how much it was enjoyed and appreciated by school and the pupils. Other cultures are also celebrated in subjects such as music and art and design. Pupils are very effectively encouraged to understand and accept that others have different needs to their own. Social skills are developed very successfully during lesson times, at break times and after school. Extra-curricular activities make a very good contribution to pupils' very good personal development. Inspiring displays of pupils' work around the school celebrates their achievements and this encourages them to work hard and achieve.

Attendance

Attendance in the latest complete reporting year (91.19%)

Authorised absence		Unauthorised absence	
School data	8.8%	School data	0.01%
National data	8.2%	National data	2.1%

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

8 Attendance, overall, is above that in similar schools nationally and this is good progress since the last inspection. The school works very hard to promote pupils' attendance and parents try to ensure that their child attends school. Most pupils are very keen to come to school and arrive at lessons promptly, happy and eager to work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching, learning and assessment is good and, as a result, pupils achieve well. The quality of teaching and learning is

good in mathematics and science and it is satisfactory in English. The use of assessment to inform target setting and planning is good. The curriculum provision is good for all pupils and both the enrichment of the curriculum and the provision of extra-curricular activities are very good. The pupils are very well cared for and receive good support and guidance. The school has very good systems in place to consult with pupils and take their views into account. Very good links have been established with the parents and the school has good links with the community. Strong relationships have been built with other schools as a good basis for the further development of the inclusion opportunities provided for the pupils and staff.

Teaching and learning

The quality of teaching and learning is good. Assessment systems are good and used well.

Main strengths and weaknesses

- Where the quality of teaching and learning is very good the lessons are very well planned with very high expectations.
- Teamwork is very good and consequently pupils make good gains in their learning and personal development.
- Assessment systems are used consistently and effectively inform teachers' planning.
- Some teaching lacks sufficient subject knowledge.

Commentary

9 In a significant number of lessons staff have very high expectations and challenge the pupils to make very good gains in their learning and they achieve very well. In these lessons, planning is very well informed by the teachers' knowledge of their subject and ensures that the special educational needs of all of the pupils are fully met. The teaching of mathematics to Year 4 pupils has an imaginative start and counting is made fun. Pupils are made very clear of the teacher's expectations and they are keen to answer questions. The activities make the best use of the available resources and maintain pupils' interest. For example, Year 6 pupils make very good use of appropriate artefacts in religious education. The very well planned use of an adapted keyboard ensures that a registered blind pupil makes very good gains in his learning. All of the parents and carers that completed a questionnaire are positive about the quality of teaching and learning in school and consider that their child is set appropriate homework

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (24%)	23 (56%)	8 (20%)	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.

10 All of the members of staff make a valuable contribution to teaching and learning and, as a result, the pupils achieve well. The teaching assistants are fully involved in the planning of pupils' learning and consequently are able to take a prominent role in lessons. The members of staff encourage and engage the pupils and even those that are initially reluctant to learn quickly respond to the encouragement and humour of the staff. Consistent behaviour management is a particular strength of the teamwork and, as a result, pupils have very positive attitudes to their work. The very good relationships are enhanced by the shared quality time that the staff and pupils enjoy during their extra-curricular activities and visits.

11 Teaching throughout the school is based on the consistent and effective use of assessment. The school has developed good systems, under the leadership of the deputy headteacher, to effectively gather data to inform target setting and planning for future learning. The pupils are given an initial assessment when they start at the school and this is built on at regular

intervals to track pupils' gains in their learning. Where underachievement has been identified, for example, for pupils in the early stages of English language acquisition, additional support has been provided and they now make good gains in their learning. The effective use of assessment information is well illustrated in the targeted additional support provided for some pupils to effectively boost their performance in numeracy and science. Assessment information now indicates that pupils need to focus on improving their literacy skills, particularly writing. Through thorough self-evaluation the school recognises this as an area for development and the inspectors agree with this as a priority.

12 Where there are gaps in the teacher's subject knowledge pupils only make satisfactory progress. The weaknesses in this are evident in the teaching of physical education to some pupils. A lack of confidence in the subject means that the use of key words is confusing to the pupils and demonstrations do not provide a clear model to build on. However, the very good teamwork and contribution of the teaching assistants ensures that the pupils still make satisfactory gains in their learning. In English there are, at times, missed opportunities for pupils to extend their writing skills and, for example, use their full potential and create their own stories in Year 6.

The curriculum

The school provides a good quality curriculum. The enrichment of the curriculum and the extra-curricular activities are very good. The school's accommodation is good and the quality and range of resources are good.

Main strengths and weaknesses

- The advice on what teachers should teach is well organised.
- The activities provided effectively promote pupils' learning and personal development.
- There are a good number of teachers and very good support staff provision.
- The school environment is attractive, very well kept and contributes very well to the positive ethos.
- The provision for religious education and geography is very good.
- Resources for science are unsatisfactory.

Commentary

13 The curriculum meets the National Curriculum requirements in all subjects including religious education. The school is providing well to meet the range and complexity of needs of pupils to ensure individual needs are met. For example, the curriculum has been strengthened by the development of a two-year rolling programme, for Years 1 and 2, Years 3 and 4 and Years 5 and 6. This is based mainly upon the Qualifications and Curriculum Authority subject schemes of work, the programme provides individual tracking of pupils' progress for all subjects and ensures curriculum balance and entitlement. However, such tracking is only fully in place, covering National Curriculum and Performance (P) levels, for mathematics, English and science and the school realises the need to extend this for pupils who are achieving at P levels in other subjects. An innovative trial of an adapted National Literacy Strategy, involving a concentration on the teaching of high frequency words and phonics during literacy lessons, is beginning to show good results in improving pupils' reading skills.

14 The school provision for extra-curricular activities is very good. A very good range of activities and clubs provide very good support for pupils' learning outside the school day. These are well supported by parents who collect their children when activities are held after school. However, all pupils have access to these activities as transport is provided when required. A recent 'Sports for All' award is helping to fund athletics, basketball, Boccia and football clubs. In addition to visits, the school holds enrichment days, focussing on specific areas of the curriculum. These are particularly supportive to the learning of the higher achieving pupils.

15 The school tries to ensure that there is a good match between teachers' experiences and qualifications and the needs of the curriculum. However, due to maternity leave, there is no specialist teacher for music to ensure that pupils are provided with the opportunities to cover the full range of learning in the subject. The learning support assistants provide very good support in lessons that enables pupils to learn well. Such support is an outcome of the very good relationships between teachers and support staff which includes ensuring that support staff are involved in lesson planning.

16 The curriculum provision for both geography and religious education is very good. The geography curriculum is very well planned and very effectively develops pupils' awareness of the range of different environments around the world. Also, a wealth of opportunities is provided for pupils to take part in a very good range of visits that effectively extend their learning. The religious education curriculum is very well adapted to meet pupils' special educational needs and is made particularly relevant to their own lives. Although resources for subject teaching are good overall, the quality and range of resources for science are unsatisfactory. Staff work very hard to ensure that pupils do have access to the full National Curriculum in science but have to spend too much of their time compensating for the lack of resources.

Care, guidance and support.

The care of pupils is very good. The provision of support, advice and guidance is good. Very good systems are in place to consult and involve pupils in the work and development of the school.

Main strengths and weakness

- Pupils are well known to the staff, helping to develop very caring and trusting relationships.
- Pupils' personal and educational development is effectively managed.
- Procedures to ensure pupils work in a healthy and safe environment are very good.
- Very good opportunities are provided for pupils to express their views.
- The arrangements for settling pupils into school life are good.
- The school works closely with a range of specialists to effectively meet pupils' special educational needs.

Commentary

17 The relationships that pupils have with adults throughout the school are very good. Members of staff know pupils well and take a genuine interest in them and their achievements both in and out of school. The extra-curricular activities in particular provide very good opportunities to enhance the quality of the relationships between the staff and pupils. Staff join in activities such as Indian dancing during the lunch break and this provides the pupils with the confidence to take part and enjoy themselves. The very high quality relationships are an essential aspect of the very good ethos that promotes pupils' very good personal development and effective learning.

18 Systematic and well-managed assessment procedures ensure that staff track pupils' progress and personal development. The school actively monitors the progress of individual and groups of pupils and focuses resources to address any areas of underachievement. Targets in pupils' individual education plans provide a good basis for measuring pupils' progress in their learning and personal development. Pupils' participation in extra-curricular activities is carefully monitored to ensure that they all have equal opportunities to access these valuable opportunities.

19 Child protection is given a very high priority throughout the school. Appropriate policies are well established and all members of staff are aware of, and follow, the required procedures. School meals are well cooked and are varied and a nutritious menu is provided that takes into account pupils' diverse cultural backgrounds. Healthy eating and a general focus on healthy living is an important and effective part of the school's ethos.

20 Through the school council and the completion of questionnaires, pupils' opinions are taken seriously and they have an influence on aspects of school life. The council recently discussed and agreed their "Oakey Rules" that are designed to promote good behaviour. These rules are displayed in every classroom and are reinforced as the pupils increasingly develop the skills to manage their own behaviour. New pupils are effectively settled into the school and quickly become part of this very caring community. All of the parents that completed a questionnaire are confident that there are good arrangements for inducting pupils.

21 The school works closely with other agencies and specialists to ensure that pupils with particular needs are provided with very good care, whilst encouraging their independence. Multi-lingual support is very good, support for a registered blind pupil and a hearing impaired pupil is also very good. High staffing levels are a particular bonus in helping to provide very good levels of care and supervision for pupils. However, staff has identified the need for further advice and training to provide them with increased skills and confidence to meet the complex medical needs of some pupils. The good personal, social, health and citizenship curriculum makes a good contribution to pupils' developing awareness of the skills required for self-care.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. The school has developed effective links with other schools and their links with the community are also good.

Main strengths and weakness

- The information provided to parents is very good.
- A strong partnership exists with parents and their views are listened to and valued.
- The school works well with the neighbouring primary school.
- The local and wider community is used effectively to enhance pupils' learning and personal development.

Commentary

22 Every opportunity is taken to keep parents informed about school life and their child's progress. Annual review reports, meetings, letters and information on visits are all very informative. The school brochure is of a very high standard and the parents appreciate their annual update of this document. The home-school diaries are used constructively and the weekly updates on pupils' progress are a particularly valuable initiative. This wealth of information encourages the parents to support the school and consequently pupil's attendance is good and they achieve well.

23 In the school questionnaires and at the pre-inspection meeting, parents made clear their very high regard for the school. They feel involved and are confident that their views are valued and make a real impact on the development of the school. In a questionnaire designed by the school, nearly all of the parents agreed that the school works closely with parents. The parent governors are very strong supporters of the school and provide an effective and confident link for the parents. Parents appreciate the work of the school in promoting the gains that their child makes in their learning and personal development. The parents feel confident about approaching the school if they have any concerns and when issue do arise most parents have experience of these being quickly and fairly resolved. The parents' positive regard for the school helps to develop the pupils' very good attitudes and the fact that they are happy at school.

24 Links with the neighbouring primary school have developed significantly during recent months. The respective headteachers share a vision of providing very effective inclusive opportunities for the staff and pupils of both schools. This vision is being translated into reality by a shared commitment from the staff and pupils of both schools and progress has been made, in providing inclusive opportunities, since the last inspection.

25 The school has productive links with Friends of Oaklands and a range of other organisations that are involved with the school and also help to raise funds that contribute to the good provision. The local and wider community is used extensively to enrich the curriculum by stimulating visits, for example, the Year 1 and 2 pupils thoroughly enjoyed their visit to a local farm. Visitors to the school also make a valuable contribution to pupils' curriculum particularly in subjects such as art and design and music. The school's very good extra-curricular programme uses community facilities extensively, especially to enhance pupils' opportunities to be involved in a very good range of sporting activities.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff is very good. Management and governance of the school are good. The school deals with barriers to learning, such as key staff being on leave, effectively.

Main strengths and weaknesses

- The senior members of staff are very good role models and create very effective teams.
- Self-evaluation is rigorous and helps to promote a drive for continual improvement.
- The monitoring of quality and standards by the subject co-ordinators is unsatisfactory.
- The governing body support and challenge the senior managers well.

Commentary

26 The senior management team has now had time, since the last inspection, to become well established and works as a very effective team. This is a significant development and has had a major impact on the growing effectiveness of the school. The ethos of teamwork and shared responsibility is very evident at all levels in the school. This includes the staff's commitment to seeking and acting on the views of parents and pupils. The school leaders provide very good role models for other staff and pupils and help to develop the very good school ethos. The school is very committed to fully meeting the needs of each pupil in an inclusive environment. The strong relationship with the neighbouring primary school is facilitating the development of further mainstream opportunities for the staff and pupils.

27 The senior managers gather relevant information and this helps to guide the very clear vision and shared ambition that drives the school forward. This desire to do the very best for each and every pupil is focussed in very effective whole-school planning. The school uses the data collected about pupils' performance constructively and effectively focuses additional support to boost their achievement. Performance management is now effective and informs the good continuing professional development of the staff. The headteacher and deputy headteacher monitor the work in classrooms and this has helped to develop the quality of teaching and learning. This rigour is evident in the school's very good financial management and is very firmly based on gaining value for money in the best interests of the quality of provision.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	580,423
Total expenditure	543,526
Expenditure per pupil	8,766

Balances (£)	
Balance from previous year	3,715
Balance carried forward to the next	40,612

28 The role of subject co-ordinators continues to develop and most of the subjects are effectively led. However, the management of quality and standards in the subjects is inconsistent as

some of the co-ordinators do not monitor or evaluate the quality of teaching. This is particularly evident where class teachers have gaps in their subject expertise and this situation continues without support from the subject co-ordinators. This leads to weaknesses in the gains that pupils make in their learning although the very good teamwork ensures that pupils' achievements are still satisfactory. Also insufficient monitoring contributes to gaps existing in provision such as, the lack of opportunities for pupils to develop their writing skills or use ICT consistently in other subjects. Where monitoring is well established, for example, the deputy headteacher monitors teachers' planning each term, this has a positive impact on the quality of teaching and learning.

29 The governing body are forward looking and are very supportive of the school. They have a good range of expertise and effectively share and contribute to the continual improvement in the school. The governors are now involved in monitoring the school's provision and as a result are developing their understanding of the strengths and areas for development. They question in an open and constructive manner and this makes a valuable contribution to the very positive ethos. The governing body ensures that all statutory requirements are met.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

Modern foreign languages

30 **French** is not a statutory subject for pupils of this age but is taught in the school and this is a very good initiative. Only one lesson was seen during the inspection and it was not possible to make a firm overall judgement on the quality of provision and standards in the subject. Pupils' work and their attitude during the lesson showed that pupils have good opportunities to learn. They were supported, through very good teamwork, to use their knowledge of numbers, the days of the week, months of the year and to say the date in French. Very good links were made to their knowledge of English spellings, to help them remember and translate the French words.

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement is satisfactory in speaking and listening and reading, but unsatisfactory in writing.
- Standards in English are rising and many aspects of teaching and learning are good, particularly the way that pupils concentrate during the literacy hour.
- There is good planning in place to shape further progress in teaching and learning.
- There is unsatisfactory use of technology or picture symbols to help pupils communicate, record their work or get information independently.
- The library is a very good resource. It has well chosen books with lots of pictures, some for pupils with visual impairments and a good number in community languages.

Commentary

31 There are opportunities for pupils to speak and listen to others in lessons and so they develop appropriate skills across the school. Pupils in Years 1 and 2, on a walk to look at the local environment, comment excitedly on things that they see by using short phrases and single words. Signing is used by adults to emphasise key words and phrases, but the use of this is inconsistent. A few pupils use single signs to greet others, request items or to answer questions, but were not seen using signs to express emotions or to share news. Pupils in Years 3 to 6 listen well to adults and to each other in lessons, generally respecting different opinions and each pupil's turn to speak. The good evaluation time that is an integral part of each session help pupils to speak at some length, but the quality of other opportunities is more varied. In good lessons they are also encouraged to express their thoughts and feelings, or explain their ideas. Sometimes, however, answers are simply right or wrong and pupils answer in single words. Pupils develop appropriate reading skills because of the effort and time that is devoted to reading. Pupils in Year 2 have their favourite stories and higher attaining pupils join in with repeated phrases like "I'll do it myself" said the little red hen." and answer questions about the events. Through work towards their individual targets, they begin to develop phonic skills and higher attaining pupils are beginning to write three letter words independently. Most of the younger pupils hold pencils and crayons conventionally but most are still at an early stage of tracing or copying letters and colouring, a few write their own name. By the time that they are eleven the highest attaining pupils read fluently and make good guesses at unfamiliar words from their context, using appropriate phonic knowledge. Most can read and spell regular three letter words and a few make recognisable guesses at most words that they want to write. The recent introduction of a new scheme is helping some pupils develop their knowledge of high frequency sight words. There is a significant lack of challenge in writing, particularly for higher

attaining pupils. Too much work is done on worksheets and there are too few opportunities to write at length, in different contexts or for different audiences.

32 The school is effectively using an assessment system that breaks down the pre- and early national curriculum levels into small steps. The collected data shows that pupils have made considerably better progress in all aspects of English over the past year compared with the year before, but that standards in English are still below those in other core subjects. Good management of the subject has ensured that the co-ordinator is aware of the development needs in the subject and is working systematically to address these.

33 Many aspects of teaching and learning are good. The structure of the literacy hour is well used so pupils are familiar with the routines and expectations of the lesson. They settle quickly to work and focus very well. Behaviour management is good and relationships between adults and between adults and pupils are very good. This motivates pupils who work hard to please members of staff. Some aspects of literacy teaching are under-used, such as the clear and frequent modelling of particular strategies for reading, spelling or constructing text.

34 Too little use is made of talking word processors or picture symbols, to help pupils of all abilities record their work and speed up the writing process. The library is attractive and well used. It is a good resource to support reading for pleasure and information, and to encourage pupils to share books with others. Volunteers and parents from a range of cultural backgrounds are also working well together to maintain and catalogue the books.

Language and literacy across the curriculum

35 Pupils are asked to discuss their work and write answers in many other lessons across the curriculum. Speaking and listening are often well developed when, for example, older pupils share information about their own religious practices and others learn to listen and respect this. Younger pupils are encouraged to communicate, especially by adult attention and the way that all members of staff try hard to understand what they are being told. Opportunities are often lost to further develop pupils' writing skills across the curriculum when too little is demanded of them and many activities only require single words or short phrases on a worksheet.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Staff know the pupils well and work well as a team and, as a result, the pupils achieve well.
- The subject is well led.
- Assessment data is used effectively to boost pupils' gains in their learning.
- The inconsistent use of ICT to support teaching and learning.

Commentary

36 On entry to school, pupils' knowledge in mathematics is limited. By the end of Year 2, pupils' skills and understanding in mathematics have been significantly developed and they are achieving well. This good achievement is maintained in Years 3 to Year 6. Increases in pupils' skills and knowledge are mainly due to the good teaching and learning throughout the school that is promoted by the very good teamwork. By the end of Year 2, pupils are able to recognise simple geometrical shapes and most can independently sort objects into two sets according to size. There is a good emphasis on the fine motor skills of tracing numbers. Pupils in Year 6 are able to multiply numbers by repeated addition, divide by 2, 4 and 10, understand lines of symmetry and reflection and use bar charts to display information. They also use different coins to obtain given amounts of money and recognise quarter past and to the hour. Where teaching is good or better, teachers know their pupils well and make good use of this knowledge in their use of direct questioning. Further the

very good relationships between teachers and pupils provide a good learning atmosphere that helps to enable pupils' learning. Lessons are well planned and learning tasks are appropriately matched to pupils' abilities. For example, in a very good lesson on the ordering of numbers the teacher's enthusiasm and the very good range of strategies employed results in pupils of all ability levels showing good gains both in their learning and in their confidence with the tasks set. The weaknesses in satisfactory lessons are where introductions are rushed and pupils, particularly the lower attaining pupils, are unsure of their teachers' expectations. Additionally, timing results in lack of opportunities at the end of the lesson to assess and consolidate pupils' learning. Teaching assistants and teachers work well as a team. The teaching assistants are involved in lesson planning and provide very good support for pupils' learning, particularly for the low achievers.

37 The leadership of the subject is good. The co-ordinator shows good vision for the further development of the subject. For example, the identified issue of unsatisfactory teaching resources has been resolved by the co-ordinator organising an audit of resources. This has resulted in the current good provision and contributed to improvements in teaching and learning. Assessment procedures are good and the data is used well to track individual pupil's progress. The data identified underachievement and booster classes were organised that effectively increased the gains that the pupils made in their learning and they now achieve well. The use of information communication technology to support teaching and learning is unsatisfactory as, for example, opportunities are lost for the pupils to extend their data handling skills.

Mathematics across the curriculum

38 Pupils apply their mathematical skills effectively across the curriculum. For example, this is evident in science where pupils extend their counting, measuring and data handling skills. Also the Year 2 pupils count cars and analyse this information as part of their traffic survey.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils respond very well to the opportunities provided to learn through their involvement in practical and investigative work.
- Very good relationships and teamwork encourages the pupils to make good gains in their learning.
- The co-ordinator has very good specialist knowledge and the subject is well led, although the management of the monitoring of the quality of teaching and standards in the subject is unsatisfactory.
- The accommodation and community facilities are good but the quality and range of resources are unsatisfactory.

Commentary

39 Pupils are provided with a good range of practical work and this effectively promotes good gains in their learning. This is reflected in pupils' good achievement in their national tests at the end of Year 6. Higher attaining pupils in Years 3 to 6 are developing their understanding of a fair test and can apply this to practical situations. Year 4 pupils deduce that it is necessary to place a snail at equal distances between two foods to ascertain which it prefers. In response to good questioning they extend their learning and realise that it is necessary to carry out a number of tests to gain accurate findings. This is translated into a very effective investigation of the preferred habitat for worms. Pupils are effectively encouraged to make decisions when preparing for the experiment and the strategies used ensures that all pupils are fully involved. Pupils carefully observe and record the response of the worms and effectively use ICT to translate the data into a graph. Pupils in Year 5 enjoy increasing their understanding of solutions by their active involvement in practical work. Pupils recognise salt and sugar by taste and indicate when a set amount of the solid has fully dissolved in

water. Higher attaining pupils are extended and make good gains in their learning as they develop an understanding that it is necessary to evaporate off the water in a salt solution to extract the salt. Pupils in Year 1 are given the opportunity to move around the school and make good gains in their recognition of different sounds and their sources. Through their practical experience these pupils understand that plants require moisture to live. Health and safety requirements are given a high priority and this helps to promote pupils' moral development.

40 The members of staff know the pupils well and have formed very good, trusting relationships with them. This helps to create a calm and purposeful atmosphere in the lessons and consequently pupils have very good attitudes to their learning. The staff work hard to ensure that all pupils have full access to the range of opportunities and, in particular, very good support is provided for a pupil that is registered blind. Also, the team ensure that their planning fully meets the needs of pupils who are in the early stages of English language acquisition and they achieve as well as their peers in school. Skilled support is provided for some pupils to increase their ability to identify and classify animals that live under water. The very good ethos is evident in the way that the pupils work very well in groups and are able to share resources during their experiments. The pupils in Year 1 are very excited when they listen to voice recordings of their friends in class and this experience extends their understanding of the source of sounds.

41 The science policy is very detailed and the development plan for the subject provides a clear agenda for continual improvement in the subject. The assessment systems are comprehensive, are used consistently to uniform planning and this ensures that the pupils make good gains in their learning.

42 The range of evidence, used to demonstrate progress, is extensive and shows that the pupils achieve well. The consistent use of key words is a strong feature of the teaching. Some pupils extend their accurate use of these terms and use words such as "protein" and "carbohydrates" in the right context. The documentation provides good advice on teaching and learning and reflects the co-ordinator's very good subject knowledge. However, her expertise is not used to the full as she does not monitor the quality of teaching and standards in the subject across the school. Provision is good but aspects, such as the limited opportunities provided to extend the writing skills of the more able pupils, are not remedied.

43 The school is spacious and the grounds have been developed well to extend pupils' opportunities to experience a wide range of scientific activities. The stimulating scientific enquiry days provide good practical opportunities for pupils to extend their learning. Attractive displays record these events and other scientific activities help to reinforce pupils' learning and add to the very good ethos in school. The school has good gardening facilities and the gardening club is a very popular activity that helps to promote good learning. Also, the pupils learn to take on the responsibility of caring for plants and have the opportunity to socialise with their friends. The use of the community is appreciated for valuable opportunities, such as farm visits, where pupils come face to face with new experiences. Staff make the best of the limited resources and therefore the pupils continue to make good progress. The resources are well managed and members of staff are versatile at providing improvised equipment. The school is particularly short of resources for pupils with sensory impairment and too little finance is allocated to the subject. Additional resources would increase pupils' motivation and boost their achievement further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The quality of planning and the high level of challenge encourage good and at times very good achievement.
- The available resources and accommodation are very good.
- The subject is effectively led.

- The use of ICT in other subjects is unsatisfactory and some staff lack confidence in the subject.

Commentary

44 Pupils' good achievement in Year 1 and Year 2 and very good achievement in Year 3 to Year 6 are mainly due to the good quality of teaching and learning. Pupils in Years 1 and 2, although several have additional complex special needs, respond well to the good teaching and learning opportunities provided. For example, in a well-prepared lesson on combining text and graphics the teacher's knowledge of the ability of each pupil is illustrated by the use of appropriate direct questioning to guide their learning. This enables them to successfully have experience at inserting an image and adding text. Pupils in Year 3 to Year 6 respond very well to the challenge of both using and improving their information and communication skills. Teachers' expectations are high and pupils are provided with stimulating learning opportunities. The very good planning makes good use of the different skill levels that programs provide, ensuring that tasks are matched well to pupils' abilities. By Year 6, pupils have a very good range of information and communication skills. They use computers purposefully and are competent in their use of generic applications. These include word processing in combining text and graphics, programming a screen turtle to move around obstacles and use of the Internet in searching for information. In their use of a spreadsheet, to input information and calculate the type of lunches pupils require, the pupils achieve very well.

45 Leadership of the subject is good. The co-ordinator shows good vision and has produced a supportive development plan for the subject. Assessment procedures are good and are used to inform on pupils' individual progress. However, assessment is currently only against the National Curriculum descriptors and needs to be extended downwards to also provide for the pupils who are achieving at P levels. Resources and accommodation for the subject are very good with a new very welcoming computer suite and generally two modern computers in each teaching area.

Information and communication technology across the curriculum

46 The use of ICT to support teaching and learning across the curriculum was observed but is inconsistent and therefore unsatisfactory. Additionally, scrutiny of pupils' work in other subjects showed too little use of ICT. Where ICT is used the teaching assistants often provided very good support, particularly for the lower achieving pupils. However, on a small number of occasions they showed a lack of confidence and competence in the use of ICT and this reduced the effect of such support.

HUMANITIES

47 Only one **history** lesson was seen during the inspection and therefore it was not possible to make a firm judgement on provision, standards or achievement. History is taught each week for pupils in Years 1 and 2 but alternates term by term throughout the rest of the school. The co-ordinator's detailed planning shows that the taught curriculum is appropriate and well adapted to pupils' special educational needs. The photographs of pupils' activities show that the teaching strategies are good, providing a wide variety of practical activities and role-play. These appear to make the learning of history interesting and enjoyable. The samples seen of pupils' previous work and a discussion with the co-ordinator indicates that pupils make progress in history but the very limited amount of written work make it impossible to be sure as to what they actually know and understand.

Religious education

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

Main strengths and weaknesses

- The subject is very well co-ordinated.

- Very good use of practical work and very good teamwork.
- The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
- Good use of visits to support classroom learning.
- Pupils are prepared well for the next stage of their education.

Commentary

48 The co-ordinator leads the subject very well and has provided a curriculum that is very well adapted to the special educational needs of the pupils. Her very good leadership ensures that the teaching of religious education is relevant to the pupils' own lives and consequently they are interested, enjoy the subject, work hard and make good gains in their learning.

49 Through consistently good teaching and very good teamwork every pupil is supported and encouraged to take a full and active part in the lessons, which helps them develop very good attitudes to learning. Lessons are well planned with an emphasis on practical activities and first-hand experience using the very good resources. Pupils particularly enjoy the opportunities for role-play and dressing-up that is an effective way to help them come to an understanding of the relevance and meaning behind religious stories.

50 Throughout the school there is an atmosphere of understanding and caring for each other that is underpinned through the study of religious education. For example, learning that Jesus had 'special friends', what friendship means and going out as a group 'shopping with friends' helps to promote pupils' very good personal development. By the time that the pupils leave the school they have been well prepared for the next stage of their education in this subject.

51 As pupils progress through the school they gain an awareness of the beliefs and practices of most major world religions. They have very good opportunities to take part in several important religious festivals such as Diwali, Eid, Christmas and Harvest Festival. They are able to effectively learn through experience some of the customs associated with these celebrations such as special food and clothes. Many pupils know that each religion has 'special books' such as the Bible for Christianity or the Qur'an for Islam and that these provide guidelines for ways in which the followers of that religion live. To give relevance to this, older pupils begin to write their own 'special book' with Oakey rules of conduct. Learning is supported by a range of appropriate visits and every pupil goes to see most of the 'Places of Worship' associated with each religion studied.

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Staff work very effectively as a team, know the pupils well and, as a result, the pupils achieve very well.
- The curriculum is carefully considered and relevant to pupils' special educational needs.
- Good use is made of visits to support learning in the classroom.
- The use of ICT to support teaching and learning is underdeveloped.

Commentary

52 Pupils throughout the school enjoy geography, make very good progress and achieve very well because lessons are very well planned and relationships are consistently very good. The very good teamwork ensures that all pupils can participate fully in all the stimulating range of activities. Teaching and learning are very good and the skilled use of the question and answer technique makes pupils think for themselves. Previous learning is very effectively reinforced which leads to pupils achieving very well. As the pupils move through the school they extend their range of geographical skills and become more confident to take part in classroom discussions. Most pupils

know and use a range of correct geographical vocabulary, for example using “condensation” and “evaporation” when describing the ‘water cycle’.

53 Through the very well planned curriculum, pupils gradually develop an awareness of the many different environments around the world and how these can affect the lives of the people. There is an expectation from Year 1 onwards that pupils will make their own observations and record their findings, so developing their geographical skills through geographical investigation. Many of the more able pupils in Years 3 to 6 are able to use a globe, an atlas or a map to identify selected features such as rivers, anywhere in the world and understand that a key of colours and symbols is needed to create and interpret a map. Pupils know that there are similarities and differences between their own area and other places in the world by studying Evington Village and Chembakolli in India.

54 Learning is well supported and extended by regular fields trips. For example, Years 1 and 2 pupils carried out a local traffic survey on parked cars. They collected their own data during a walk along the roads adjacent to the school and recorded their findings as bar graphs. Pupils, using a computer programme, finally come to the conclusion that the most common colour of the cars seen was silver.

55 Pupils are encouraged to carry out their own investigations and research, for example looking at two different landscapes in India, Jaipur and the River Ganges, using books, videos and, with close adult support, the Internet. The very good use of a ‘moon writer’ enables a blind boy to produce his own written work. However, there is insufficient use of ICT, to support teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56 No **art and design** lessons were seen during the inspection and therefore it was not possible to make a firm overall judgement on quality of provision or standards in this subject. There is an abundance of pupils’ work on display and in their files. Well-managed sketchbooks are used consistently and indicate that the pupils take pride in their work. Pupils’ work was discussed with staff and pupils and they emphasised the importance of art and design in the school. Good assessment systems are used to track the pupils’ gains in their learning and effectively inform future planning. Pupils’ work reflects very good reference to a wide range of cultures including follow up work after a visit to the school by teachers from Japan. Also, pupils’ work is clearly influenced by the work of other artists, for example, the production of a very attractive display based on “Degas’ Ballerinas”. Equally there are good examples of pupils’ individual styles prompted by their study of Lowry’s work. The very high quality displays reflect the developing maturity of the pupils as they move through the school. Pupils’ work is valued, respected and their achievements are celebrated. This contributes significantly to the school’s very positive ethos.

57 Only one **design and technology** lesson was seen during the inspection and therefore it was not possible to make a firm judgement on quality of provision and standards in this subject. Pupils’ work was analysed and discussed with the subject co-ordinator. In the Year 2 lesson seen, the quality of teaching and learning was good and pupils were achieving well. Pupils practice fine motor skills such as using scissors and build models from Lego bricks. The lesson was well planned with good visual resources and activities appropriate to individual abilities. Based on the available evidence, leadership and management of the subject are satisfactory. The co-ordinator checks teachers’ planning each term and has compiled a useful portfolio of pupils’ work.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teaching, learning and pupils’ achievements are good in Year 3 to Year 6.
- The current lack of a specialist teacher limits the full development of pupils’ skills.

Commentary

58 In Year 3 to Year 6, pupils' good achievement is mainly due to the generally good teaching and learning. Where teaching is good, pupils are aware of teachers' expectations, lessons are well planned and no time is wasted. Pupils generally enjoy their learning, such as clapping in time to recorded music and making vocal sounds by shaping their mouths. No lessons were observed during the period of inspection in Years 1 and 2. However, scrutiny of pupils' work, assessment data and a meeting with the co-ordinator suggests that pupils' achievement is satisfactory. They explore pulse and rhythm, identifying pulse in different pieces of music, how sounds are made by different sources and perform rhythm to a given pulse.

59 The music specialist is currently absent from school as she is on maternity leave. Her absence leaves a void in the leadership and management of this subject. The remaining staff work hard to provide the music curriculum but they have insufficient expertise to fully challenge the pupils to achieve their best. Where lessons are satisfactory the weaknesses relate to the absence of a subject specialist as this limits pupils' development of more advanced skills such as learning the basics of playing a musical instrument. For example, although the school has electronic keyboards these were not seen in use during the inspection.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The members of staff work well as a team and this promotes effective learning for the majority of pupils.
- The subject is well led, providing a very good range of sporting opportunities.
- The pupils' personal development is effectively boosted and consequently their response to the subject is very good.
- The monitoring of the quality of teaching and learning is unsatisfactory.

Commentary

60 Very good teamwork promotes very good relationships and, as a result, pupils make good gains in their confidence and they thoroughly enjoy their activities. Every opportunity is taken to praise the pupils' achievement and they enjoy sharing in each other's success. The staff ensure that pupils warm up effectively at the start of a lesson and some pupils understand and can explain the effect of exercise on their body. The support provided is sensitive yet promotes the maximum levels of independence for the pupils. Some pupils in Year 3 require assistance to carry out two movements in a sequence as they become increasingly aware of space, themselves and others. All of the staff contribute to the teaching, for example, when a teaching assistant very effectively demonstrates movement to music. Some pupils in Year 6 use this particular demonstration to develop creative ideas as they prepare to run an imaginary race. Pupils in Year 2 are well supported to make good gains in their abilities and confidence to carry out basic movements such as climbing and enjoy using simple equipment.

61 The subject is effectively led with full coverage of all the National Curriculum requirements. An effective subject development plan is in place and the success of the department in accessing additional funding has had a positive impact on the quality of provision. The success of this subject is also demonstrated by the fact that some of the pupils have the opportunity to take part in physical education lessons alongside their peers in the neighbouring primary school. The good leadership also extends into the very good provision of sporting activities. These make a valuable contribution to the school's very good range of clubs and activities and supports the very positive ethos of the school. There are informative displays about the school's promotion of healthy living and pupils respond well to this initiative. Lunchtime activities, including Indian dancing and football, are well

attended by large numbers of enthusiastic pupils. All pupils have access to these activities as, for example, a registered blind pupil is very well supported to take an active part in a football session.

62 Pupils have very positive attitudes to their learning and particularly enjoy the opportunity to accept responsibility. Pupils show great pleasure and grow in confidence as they take the lead when demonstrating balancing movement for the staff and the rest of the class to copy. They respond very well to their preparation for the lessons as they change quickly and wear the appropriate clothing for the activity. This promptness and smart appearance makes a positive contribution to the sense of occasion as the pupils take part in vigorous exercise. Pupils thoroughly enjoy the opportunity to go swimming and make very good progress in developing their water skills. Their behaviour, travelling to the swimming baths and during the activity, is excellent.

63 The co-ordinator does not monitor the subject across the school and some gaps in the class teachers' skills and knowledge are not rectified. Instructions are at times too abstract and pupils do not fully understand what is expected of them. Opportunities are lost when, for example, a teacher demonstrates the physical movements typically used in basketball and fencing without the use of appropriate resources or visual prompts. However, the very good teamwork ensures that the pupils still make satisfactory gains in their learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

64 The planned programme of work for **personal, social and health education and citizenship** helps teachers focus on priority areas for pupils in school. Pupils learn from the very earliest stages about the ways in which they are developing as growing children and learn how to keep healthy and fit. Pupils in Years 1 and 2 are beginning to be aware of the effects of exercise on their bodies and are learning the routines of warming up and relaxing as an integral part of physical activity. Pupils in Year 4 identify familiar people and strangers and make very good progress during a lesson when they learn about asking people, such as policemen, for help if they are lost. The older pupils have thought about the human rights of children and the difference between wants and needs of people in different situations. All the pupils have enjoyed participating in the elections for the school council and many now understand how simple voting works. This represents good achievement. The school fully meets the statutory requirements in respect of its provision for sex and relationship education and drugs education.

65 Pupils make good friends within the school and all the adults around the school model very positive and trusting relationships in genuine and helpful ways. When problems do occur, they are tackled consistently and fairly so that pupils understand what is and what is not acceptable. Behaviour is managed very well, so that pupils' self-esteem is enhanced through learning to control themselves, their own behaviour and to make positive choices. There are opportunities, such as paired reading and the buddy system that give older pupils a chance to take real responsibilities. The frequent evaluation sessions in each class help pupils to recognise their strengths and needs, but also to celebrate their own and other pupils' success.

66 The co-ordinator has worked well to develop the programme of work. It has been modified from the national published scheme to reflect the special educational needs of the pupils and provides a systematic approach to emotional and physical development and knowledge of the community. Regular timetabled lessons are supplemented by whole-school activity days, such as a healthy eating event and a dentist day. Exciting opportunities to contribute to charity, such as participating in a record-breaking choir, are proudly remembered by pupils. The co-ordinator is particularly effective and is applying her skills and knowledge in this field to the individual and group needs of the pupils. She has identified professional development opportunities that will enable her to develop important aspects of the subject still further.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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