

INSPECTION REPORT

ATWOOD PRIMARY SCHOOL

Sanderstead

LEA area: Croydon

Unique reference number: 101817

Headteacher: Mr Alexander Clark

Lead inspector: Dr Colin Lee

Dates of inspection: 22nd – 24th November 2004

Inspection number: 266340

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:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	464
School address:	Limpsfield Road South Croydon Surrey
Postcode:	CR2 9EE
Telephone number:	020 8657 7374
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Wragg
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Atwood Primary is a large primary school with 464 pupils, 42 of whom attend the nursery part-time. The majority of pupils are of white British heritage whilst 42 pupils are from a range of minority ethnic groups. None of the pupils for whom English is an additional language are at an early stage of English language acquisition. The socio-economic backgrounds of pupils' families are above average. It is a popular school that is regularly over-subscribed. A very small number of pupils join or leave the school during the course of the school year. The level of this mobility is much lower than in most primary schools. Seven per cent of the pupils have special educational needs, which is below average. Two pupils have statements of special educational need and this represents a below average proportion for schools of this size. The special needs cover a spectrum of general and specific learning and physical difficulties, with a small number having social, emotional and behavioural difficulties. Attainment on entry is average overall. Pupils are taught in two single-age classes in each year group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9406	Mr R Cottington	Lay inspector	
10808	Mr A Britton	Team inspector	Mathematics Design and technology Information and communication technology
10228	Mrs S Russam	Team inspector	The Foundation Stage curriculum Special educational needs
5565	Ms B Thakur	Team Inspector	History Personal, social and health education Religious education
22704	Mr G Williams	Team inspector	Science Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Atwood Primary School is an **effective**, well-led school that provides a good quality of education and good pastoral care for all pupils. It is a school that provides good value for money. Pupils achieve well and are making good progress. Good teaching helps them to attain standards that are often higher than they could reasonably be expected to achieve.

The school's main strengths and weaknesses are:

- Pupils' good achievement results in standards that are above national expectations in many subjects, with notable strengths in mathematics, science and music.
- Very good provision for pupils' spiritual, moral, social and cultural development leads to very good attitudes and good behaviour.
- Teaching and learning are good overall, although teachers' planning is inconsistent in the detail of specific learning intentions in lessons.
- A broad, rich curriculum is provided for most pupils but the lack of detailed planning and assessment for all areas of learning in reception classes makes their curriculum unsatisfactory.
- The school is led and managed well overall but some subject leaders do not have sufficient opportunities to check on pupils' standards or the quality of teaching.

The school was previously inspected in June 1999. The main weaknesses identified at that time have been rectified, with improvements in the overall quality of teaching, higher standards now being attained in physical education, increased teaching time at Key Stage 2 and all statutory requirements now being implemented. There has been satisfactory improvement in the school's effectiveness, due to pupils' achievement being consistently good. The trend in results in national tests for pupils in Years 2 and 6 in recent years confirms this picture of most pupils reaching their full potential.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	E
mathematics	A	A*	A	A
science	A	A*	A	B

Key: A - very high; 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.*

Achievement is **good** overall. Results in national tests over time show a greater improvement than has occurred nationally. In 2004, pupils' performance in the English tests was lower than had been predicted, due to far fewer attaining the higher Level 5 than in mathematics or science. The 2005 targets for current Year 6 pupils are challenging but they are on track to achieve them. Standards seen in the inspection in Year 6 are well above the national expectations in reading, mathematics, science and music. Standards are above expectations in writing, information and communication technology (ICT), history, religious education and art and design while expectations are met in geography, design and technology and physical education. In Year 2, pupils have performed very well in the national tests for many years. Even so, the 2004 results were exceptional, being very high in the reading, writing and mathematics tests and also in teachers' assessments of science. Pupils now in Year 2 are working at levels that are well above national expectations in reading, writing, mathematics and science, as a result of consistently good teaching in Years 1 and 2. Their standards are above expectations in ICT, history, religious education, art and design and music and at expected levels in design and technology and physical education. There is insufficient evidence

to judge standards in geography. Pupils with special educational needs achieve well, as do pupils with English as an additional language. The good quality of teachers' and teaching assistants' support for these pupils in class lessons is a major reason for the good progress. Children in the Foundation Stage make good progress in the nursery and satisfactory progress in reception classes. They are on track to achieve the goals children are expected to reach by the end of the reception year in their physical development, and to exceed the goals in all other areas of learning. They do particularly well in their literacy and numeracy development because of the emphasis placed on these aspects.

The quality of pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes are **very good** and their behaviour is **good**. Attendance rates are well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**, reflecting **good teaching and learning** and the richness of many learning opportunities. Curriculum planning is good overall but, in reception, it lacks detail of what is to be taught and learned across all areas of learning. Necessary detail on learning intentions is also lacking in lesson planning by teachers in other year groups. Opportunities for learning outside the school day are very good.

The school shows good concern for the care, health and safety of pupils. The provision for pupils with special educational needs is satisfactory overall. Links with parents are satisfactory. Links with the community are good and links with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides good leadership and management and other staff perform their subject leadership roles satisfactorily overall, although there is insufficient monitoring of pupils' standards or the quality of teaching by some subject leaders. Leadership of the Foundation Stage fails to take account of the nursery and this is unsatisfactory. Governance is good and the governing body ensures that all statutory requirements are being met. Management is good overall. Financial management is very good and administrative staff, as well as providing a very welcoming first contact for visitors to the school, also make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are particularly pleased with their children's progress, the quality of the teaching and the fact that children are expected to work hard. A significant minority of parents feel that pupils' behaviour at lunchtimes could be better. Pupils are very positive about the school and enjoy their learning. They like the fact that they are consulted regularly about their views.

IMPROVEMENTS NEEDED

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

- Develop the management of provision for the Foundation Stage as a whole and ensure that planning of learning activities and assessment of children's learning in reception classes is consistent across the whole curriculum.
- Achieve greater consistency in teachers' lesson planning by identifying clearly the specific learning to be achieved by pupils.
- Establish clearly defined strategies that enable subject leaders to monitor and evaluate pupils' standards and the quality of teaching.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good in Years 1 and 2 and is **good** overall. Children enter the nursery with average attainment but, by Year 6, standards exceed national expectations in many subjects.

Main strengths and weaknesses

- Good achievement in the nursery has significant impact on the standards achieved by the end of the Foundation Stage.
- Pupils' very good progress in Years 1 and 2 raises standards in reading, writing and mathematics to levels well above the national expectations in Year 2.
- Achievement in Years 3 and 4 is less than in other years.
- In Year 6, standards are well above national expectations in reading, mathematics, science and music.

Commentary

1. The attainment on entry of the majority of children who start in the nursery is at the expected level for three year olds. They achieve well in their year in the nursery and most are at above expected levels by the end of the year. This good achievement owes much to the good quality of teaching and the way that thorough assessment is used to plan the next stages in children's learning. This good start to children's education helps them in reception where, although teaching, learning and assessment are not linked so successfully, children are nevertheless on track to exceed most of the early learning goals that are set for the end of the reception year. The emphasis placed by reception teachers on literacy and numeracy raises children's standards to well above the nationally expected levels. This confirms the view of parents about literacy and numeracy standards being high but possibly at the expense of pupils' progress in other areas of learning. Inspectors support this view and have found evidence that it is the very good foundation in the nursery that is a significant factor in standards in reception being above expected levels in personal, social and emotional development, knowledge and understanding of the world and creative development. Reception children's physical development is at expected levels.
2. The school's tracking of pupils' progress indicates that their annual improvement varies between years and, in some cases, between classes in a year. This is confirmed by inspection findings which show achievement in a year currently to be highest in Years 1, 2, 5 and 6, where it is very good due to a consistently high quality of teaching, whilst in Years 3 and 4 it is satisfactory overall. However, the overall achievement of pupils between Years 1 and 6 is judged to be good. The achievement of specific groups of pupils is in line with that of their classes overall. Thus pupils with special educational needs achieve as well as their classmates and make similar progress because they are given appropriate additional help to ensure they know, understand and can do the work expected of them. The same is true of the small number of pupils with English as an additional language. Higher-attaining pupils generally achieve well, due to learning activities being planned with these pupils' specific needs in mind. This is most successful and helps these pupils make especially good progress in Years 2, 5 and 6. In all groups of pupils there are no significant differences in the performance of girls and boys.
3. The very good achievement of pupils in Years 1 and 2 is reflected in the standards seen in lessons and in the school's past results in the national tests at the end of Year 2.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	19.0 (17.9)	15.8 (15.7)
writing	17.7 (16.5)	14.6 (14.6)
mathematics	19.2 (18.2)	16.2 (16.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

4. Test results have been consistently well above national averages for the past five years and the school's performance has improved by a greater margin than has occurred nationally. The 2004 results are exceptional, being very high compared with schools nationally and also compared with schools with pupils from similar backgrounds. This places the school in the top five per cent of schools. Over 60 per cent of the pupils were at the higher Level 3 in both reading and mathematics, while over 40 per cent were at this level in the writing test and in the teachers' assessments of science. Overall, there is a wider spread of ability amongst the current Year 2 pupils than in their predecessors' abilities. Nevertheless they are attaining high standards that are well above national expectations in reading, writing, mathematics and science. Speaking and listening skills are more variable, with clarity and vocabulary in speech generally being very good but the ability to listen being less well developed. This is because most of the opportunities for speaking and listening occur in whole class situations at the start and end of lessons, with too few occasions when pupils practise speaking to a partner or small group.
5. The tests set for pupils at the end of Years 3 to 5 show that pupils' progress slows down in Years 3 and 4 and inspection findings also confirm that gains in learning in English and mathematics vary between classes in these years. Achievement is at best satisfactory and does not pick up until Year 5 where standards are improving rapidly due to the high quality of teaching. In Year 6, pupils' standards are currently well above national expectations in speaking, listening, reading, mathematics and science and above expectations in writing. These are similar levels to those seen in the latest results in the national tests for Year 6 pupils.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.0 (28.6)	26.9 (26.8)
Mathematics	29.8 (30.6)	27.0 (26.8)
Science	30.8 (31.7)	28.6 (28.6)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

6. Following the previous year's results of an exceptionally able group, the 2004 results reflected the slightly lower overall ability of the cohort. However, the overall trend in the school's results over the last five years has been above the national trend. Compared with all schools nationally in 2004, the results matched the national average in English and were well above the national averages in mathematics and science. When compared with schools where Year 6 pupils had similar results four years earlier in the Year 2 national tests, these results were well below average in English, well above average in mathematics and above average in science. The main reason for these variations was the percentage of pupils gaining the higher Level 5 which was high, and on or close to target in mathematics and science, but low and well below target in the writing aspect of English. The school analysed the data thoroughly and introduced measures to improve the quality of writing throughout the school. It is too soon to judge the impact of these strategies but, by planning common approaches to assessment of pupils' writing and the development of writing skills in subjects across the curriculum, teachers have created more opportunities for setting short-term targets for pupils than has been the case in the past.

7. In both Year 2 and Year 6, standards in English, mathematics and science generally match those found at the last inspection in relation to national expectations. The one exception is in Year 2, where writing has improved. Standards in other subjects have remained good overall. Work in art and design, information and communication technology (ICT), and history is above national expectations throughout the school. Similarly, the overall standards in religious education exceed the expectations stated in the Locally Agreed Syllabus for religious education. Pupils match expectations in design and technology and physical education and the latter has improved since the last inspection when the standards were judged below expectations. In geography, standards in Year 6 match expectations but there is insufficient evidence to judge the standards of pupils in Year 2. Finally, pupils' achievements in music continue to be a major strength of the school. Standards in Year 2 are above those expected nationally and well above expectations in Year 6. These high musical standards are the product of very good specialist teaching and similarly very good leadership and management of the subject.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and relationships are very good and their behaviour is good overall. The provision for their spiritual, moral, social and cultural development is very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils thoroughly enjoy being at school and the interest they show in all school activities is excellent.
- In lessons pupils often behave very well but during play some older pupils are over-boisterous.
- Relationships between staff and pupils and between pupils are very strong and contribute to a very positive school ethos.
- The opportunities for pupils to explore and experience aspects of their personal development are very good and have a very beneficial effect on levels of maturity and responsibility.
- Overall attendance levels are well above national averages and unauthorised absence is insignificant.

Commentary

8. Information supplied by parents and pupils show that almost all pupils enjoy being at school and value the range of activities provided. As the table below reveals, attendance levels are well above national averages, unauthorised absence is insignificant and few pupils are away from school during term time. Lateness at the start of the school day is rare and punctuality throughout the day is very good.
9. In lessons pupils show excellent attitudes to their work. They listen attentively to teachers and follow instructions and advice very carefully. They show an eagerness to get on with tasks they are given whilst at the same time they take care, try very hard and do their best. They are proud of their work and willingly share their success with visitors. At times they show a genuine desire to improve their knowledge, have a very strong desire to learn and ask very relevant and searching questions. In a Year 1 geography lesson for example, they listened with interest to a fellow pupil talking about his holiday abroad and then asked very relevant questions that enabled them to build on their knowledge even further. The wide range of after-school activities are very well supported.
10. Pre-inspection information from pupils and parents raised concerns by a significant minority about standards of behaviour in school. Evidence during the inspection found that these concerns are, to some extent, justified. Overall standards of behaviour are good and at times very good in some lessons. Nearly all pupils respect school rules and observe daily routines well. Standards of behaviour are less good during breaks, especially at lunchtime. This is due mainly to the large number of pupils, of all age groups, who use the junior playground and

many of whom, mainly boys, engage in very boisterous and, at times, physical contact play. The age range of pupils and the numbers involved inevitably lead, at times, to disputes. The problem is not helped by the absence of any quiet areas. These behavioural problems arise from the way the play areas are managed rather than poor behaviour. A very small number of pupils who have special educational needs sometimes have difficulty in being able to maintain very high standards of behaviour. However, staff and classmates are very understanding and supportive. Consequently, these pupils quickly learn to take responsibility for their actions and understand how they impact on others. During the inspection, no evidence of racist, violent, aggressive or oppressive behaviour was evident. There have been no exclusions from school during the past 12 months.

11. Relationships between all sections of the school community are very good and are based on high levels of mutual respect. During breaks, most pupils play well together and form close friendships irrespective of gender, background or ability. In lessons, pupils support each other well and are keen to ensure that they all succeed in the tasks they have been set. This extends to sharing resources, helping less able pupils when they are unsure about what to do and encouraging pupils who are less confident to participate. Teachers provide very good role models for pupils and they, in return, show respect for teachers and other staff. Overall, the strong relationships make a very good contribution to teaching and learning.
12. The school places a strong emphasis on pupils' personal development. A key feature of this aspect is the high levels of trust and responsibility given to pupils and the very positive way they respond. Pupils have a very good awareness of the behaviour expected of them and the school rules clearly set out the boundaries between right and wrong. The very positive school ethos is providing pupils with a very good understanding of their responsibilities of living in a community, whilst their spiritual and cultural development is very successfully provided for through assemblies and the wide range of visits and visitors. The school has developed strong links with two schools in China. Other aspects of their personal development are well catered for across the curriculum, for example in personal, health and social education lessons as well as other subjects, such as geography. Overall, pupils show a confidence and maturity beyond their years, particularly when speaking, for example, in lessons or to visitors.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2003/4.

13. At the time of the last inspection, these aspects were strengths of the school and they continue to be so. The high standards achieved make a very significant contribution to the overall levels of teaching, learning and progress most pupils make whilst at school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality of education** through good teaching and learning and satisfactory assessment in Years 1 to 6. Overall, despite many good features in the nursery, teaching and learning in the Foundation Stage as a whole are satisfactory but assessment is unsatisfactory. There is a broad, very rich curriculum. Care, guidance and support for pupils are good. There is a satisfactory partnership with parents and carers. Good links have been established with the community and there are many very good links with other schools.

Teaching and learning

The quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- The good quality of teaching has a significant, positive impact on pupils' achievement and standards.
- Pupils' learning is good overall but varies between classes due to inconsistencies in teachers' planning.
- There is insufficient day-to-day assessment of children's learning in reception classes.
- Teaching assistants are used well to support the learning of pupils with special educational needs.

Commentary

14. The quality of teaching and learning is good overall but shows some variation between year groups. There is, for example, a higher proportion of very good teaching in Years 5 and 6 than in other year groups, which is an improvement on the previous inspection when teaching in Year 6 was comparatively weaker. Within the Foundation Stage, teaching in the nursery is good overall while that in reception classes is satisfactory. The greatest consistency occurs in Years 1 and 2, where all lessons observed were taught well, with the exception of one that was very good and another that was satisfactory. The consistency of this good teaching in Years 1 and 2 has a very positive effect on the quality of the pupils' learning, resulting in particular in the high standards in English, mathematics and science. These teachers have high expectations of what pupils of different abilities can achieve, as do those in other year groups whose teaching is good or very good. Pupils strive to meet their teachers' expectations and this contributes to the very positive attitudes and sense of purpose in Year 5 and 6 classes. In reception classes, expectations vary and where they are highest, as in literacy and numeracy activities, children make most progress. Where expectations are not high enough in some lessons in Years 3 and 4, pupils' achievement is only just satisfactory.
15. A common feature of very good teaching is the high level of teachers' subject expertise and a passionate enthusiasm for the subject that captures pupils' attentions and imaginations. This was evident in a Year 6 music lesson where the part-time music specialist teacher had planned learning activities that were stimulating and challenging. The same is true of an ICT lesson taught to Year 6 pupils by the subject leader. In both lessons, the infectious nature of the teacher's enthusiasm was reflected in the pupils' love of learning and their good achievement.
16. The effectiveness of teaching and learning is influenced by the thoroughness of planning. In most lessons, teachers plan appropriately for the needs of groups of pupils of different abilities. This means, for example, that higher-attaining pupils are presented with challenges that extend their learning effectively. However, a factor that particularly influences the quality of pupils' learning is the clarity of teachers' thinking, planning and communication of exactly what pupils are to learn in a lesson or from a specific learning activity. Teachers vary in their understanding of what is meant by the term 'learning objective' and some record the activity to be done rather than what is to be learned by doing the activity. In such cases, pupils are unable to gauge the extent of their own learning and any support staff working with the pupils are unclear about the guidance to give pupils that will improve learning.
17. In contrast, the planning of music lessons, for example, has clear statements of the learning to be achieved and these are explained to pupils at the start of a lesson. Similarly, pupils with special educational needs achieve consistently well because of the focus on short-term learning targets. Class teachers are generally very mindful of how best to help pupils who have special educational needs learn effectively. The same is true of provision for the few pupils for whom English is an additional language. In some classes where additional adults work with teachers, they are well deployed to support pupils who need extra help. This

enables pupils to achieve well in relation to their prior attainment. Other pupils who are withdrawn from class in order to receive help from a specialist teacher are taught effectively. However, the work pupils do at these times is not sufficiently well linked to that which they do in their general lessons. Because the special needs teacher does not provide support in class alongside her colleagues she is unable to share her expertise well enough.

18. Assessment of pupils' learning has improved since the last inspection through the development of common procedures for subjects other than English, mathematics and science. These assessments of what pupils have learned in topics and units of work are used satisfactorily in the planning of the next stage in pupils' learning. The quality of day-to-day assessment through observation and marking is more variable. At its most helpful, teachers' marking confirms good work but also guides pupils on what they need to improve. Marking of English in Years 2 and 5 is very effective in this respect, which contrasts sharply with the limited value of the repeated comment "Well tried" in the books in another class. Features of good Foundation Stage practice such as regular recording of children's responses, successes and difficulties with a day's varied learning activities are not sufficiently evident in the reception classes. Assessment here is therefore unsatisfactory. Additionally, planning fails to state the purpose of many of these activities in terms of what children are to learn from them. The effect of this missing link of assessment to planning is to lower children's achievement in areas of learning such as their knowledge and understanding of the world and their physical development.

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (18%)	29 (54%)	15 (28%)	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.

The curriculum

The breadth of planned learning opportunities for children in the Foundation Stage is unsatisfactory. Pupils in Years 1 to 6 are taught a good curriculum which meets the needs of all pupils and the requirements of the National Curriculum. There are very good opportunities for pupils to enrich their experiences through well planned use of visits and visitors and a broad range of well attended clubs and activities. Overall, the school's accommodation and resources are good.

Main strengths and weaknesses

- Planning of the curriculum for children in reception lacks sufficient detail across all areas of learning.
- The good links between subjects make learning more interesting and relevant for the pupils.
- A well-planned and very wide range of clubs, visits and visitors greatly enhances the learning opportunities.
- There is a strong commitment to ensuring that all pupils have access to the full range of learning opportunities.
- The accommodation and the outside environment are good and support the delivery of the curriculum well.
- The allocation of teaching assistants in classrooms to support the teachers is good.

Commentary

19. The curriculum overall is good and effectively meets the needs of pupils in all areas of the National Curriculum and religious education. The curriculum for children in the Foundation Stage is not satisfactory, mainly due to inappropriate planning resulting in limited relevant learning opportunities for children in reception classes. The curriculum for personal, social

and health education is good. Improvement since the last inspection is satisfactory and the allocation of teaching time in Key Stage 2 is now appropriate and other minor issues have been addressed satisfactorily. However, there is a deterioration in the curriculum for reception, which in the previous inspection was judged to be very good.

20. Curriculum planning is satisfactory and many good links are made between different subject areas so they support and reinforce each other and help pupils learn. The creative arts are a notable strength of the school and this is an area which very successfully combines the learning of subject-specific skills with well-planned opportunities for integration of the subjects. The provision for pupils with special educational needs is satisfactory. The school tries to ensure that these pupils are identified as soon as possible so that lessons may be modified for everyone's needs. All pupils with special educational needs have individual education plans highlighting their individual needs. These are regularly reviewed to ensure that targets identified are realistic and reflect the progress made.
21. The curriculum is very well supported by a broad range of well-planned visits and visitors from which pupils across the school benefit greatly. Provision outside the school day for sports, arts and other activities is very good. The wide range of clubs available includes games, ICT, choir, orchestra, dance and drama. The personal, social, health and citizenship education programme is good and is supported well with external agencies, such as the local constabulary, the school nurse and the 'Life Bus', all of whom complement and enhance the school's drugs awareness and sex education programmes.
22. Atwood Primary School is an inclusive school and the staff are committed to ensuring all pupils have equal access to all opportunities, including residential visits. The practice of withdrawing pupils from class lessons for extra work in reading, for example, is being reviewed in order to see if there are more occasions when extra support can be provided in the class. There are sufficient teachers and support staff to deliver the curriculum effectively and the positive relationships that are fostered and developed across the school enhance effective delivery. Resources for the staff to use in their teaching are sufficient in all subject areas and these are used well to support pupil learning.
23. The playgrounds and playing fields are large, giving pupils plenty of space during their playtimes, as well as outdoor physical education lessons. The school buildings are good, with many areas, which are used to support pupils individually or in groups. The computer suite is very generously equipped, allowing all pupils computer access for skills based acquisition. The library, however, is inadequate and this is to be rectified by the planned provision in building work that starts shortly. Classrooms are reasonably generous in size and shared areas between classes for younger pupils are used well. The school is well decorated and maintained to a high standard. Interesting displays throughout the school help to create a rich learning environment. Overall, the physical environment of the school is a pleasant place for the staff to work, pupils to learn and parents and governors to support.

Care, guidance and support

The school pays good attention to the care, welfare, health and safety of the pupils. Pupils receive good levels of help, support and guidance. Pupils' views are taken seriously and play an important part of school development. They are also given many opportunities to take responsibility in the daily life of the school.

Main strengths and weaknesses

- There are well-established and effective systems in place to ensure that pupils work and play in a safe environment.
- The management of recreational areas and activities is in need of review.
- The school council is a very effective forum for seeking pupils' views and for consultation about future developments.
- Teachers know their pupils well and understand their needs and abilities.

Commentary

24. The school has well-established, effective procedures for ensuring that pupils work and play in a safe environment. There are daily health and safety checks carried out by the premises manager and any issues that come to light are quickly addressed. There are longer-term risk assessments carried out and these result in improvements to the school environment. There is also very good attention given to other areas of pupil care, for example the provision of medication and response to minor injuries or ailments. Child protection procedures are in place and staff have a good up to date knowledge about the issues involved.
25. A significant minority of parents express justifiable concerns about the arrangements for the use of the extensive play areas during breaks. Currently, pupils of all age groups have access to all parts of the playground, including those used by older pupils who mostly engage in physical and, at times, boisterous games. This area becomes very crowded and the presence of younger pupils poses a potential risk of injury. The situation is also made more difficult since there is an absence of a quiet area. The school's current arrangements are not catering adequately for the needs of different groups of pupils at recreation times.
26. The importance of pupil involvement in all aspects of school life is a fundamental value promoted well by the school. Representatives on the school council take their responsibilities seriously and their meetings show very good levels of maturity and their discussions are effective with all age groups being able to contribute. The type of topics discussed cover a wide range of decisions about the school environment, bullying and selecting play resources. As individuals, pupils are encouraged to take their own responsibility not only for learning but also for raising issues affecting them.
27. Teachers and other staff know their pupils well and give effective support in lessons. They ensure that all pupils understand what they are being taught and follow this up by speaking to each pupil during the lesson. There are good procedures for ensuring that individual pupils are making progress. For example in art and design, drawings completed during the previous year are compared with the current year. Whilst these monitoring and assessment activities are carried out well the information gained is not always used in lesson planning. Staff take care to ensure that pupils with special educational needs are given the help and support they require. This ensures that individuals who have any degree of disability have equality of access and are included in all elements of school life. Personal development is well monitored especially for pupils with particular needs.
28. Information provided by pupils and parents shows that a large majority say that the care, guidance and support for pupils are good across all aspects of the school's work. This area continues to be a strength of the school in line with the findings of the previous inspection.

Partnership with parents, other schools and the community

The links between the school and the parents are satisfactory. Links with other schools and colleges are very good and community involvement is good.

Main strengths and weaknesses

- Parents provide a very good level of active support to the life of the school.
- The school's consultation with parents has good features but written information provided by the school does not give parents sufficient detail about school events or their children's progress.
- Links with other schools and colleges make a good contribution to learning and pupil development.

Commentary

29. Overall the parents are very supportive of the school and are pleased with the standards achieved. They highlight the good teaching, the expectations of teaching staff and how well the school is managed. The inspection team supports these views. Where there are concerns, expressed by a minority, these include the extent to which the school seeks the views of parents, the quality of information about progress and the behaviour of some pupils. Inspection evidence indicates that there is some justification for these comments. Although there is a good system for consultation with parents, this is based on parent representatives in each class. Currently, the school does not carry out a systematic review of parental attitudes. Whilst in most classes teachers actively encourage parents to raise any concerns, this is not the case across the whole school. Although annual pupil progress reports conform to basic legal requirements, they nevertheless do not sufficiently help parents to understand the progress their children have made or what pupils need to do to improve.
30. The school ensures that, in line with the Code Of Practice guidance, parents are fully involved in all it does to educate pupils with special educational needs. As a result, the partnership is effective in seeking their views and consulting them about making the best provision it can for such pupils.
31. Parents make a very significant contribution to pupils' learning and progress in two ways. First, nearly all parents take an active interest in their children's education and provide good support in the home. Secondly, a considerable number of parents provide active support in the daily life of the school. Currently, some 120 parents offer their services ranging from helping with the maintenance of the building through to helping in lessons. The Parent Teachers Association is highly active and raises substantial funds that contribute to learning. A recent event raised £6,000.
32. Links with other schools are very good and make a good contribution to teaching and to pupil progress. The transition arrangements with local secondary schools are well established and the range of procedures and activities involved enable pupils to make a smooth transition to their next school. The links also include the facility to enable gifted and talented pupils to receive some of their secondary education at an early stage. Links with other primary schools are also very good and are used to arrange joint teacher training and to enable senior managers to share problems and good practice. The breadth of these links is currently being extended through the links now established with two Chinese schools. Exciting opportunities are being planned to promote joint live musical performances via an Internet link.
33. The last inspection report gave a mixed picture of the school's involvement with parents. Some of the issues highlighted then, for example consultation, newsletters and the varying quality of pupil progress reports, are still evident now and these need to be addressed by the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **good** overall. The leadership by the headteacher is also good, although he has only been in post for a short time. Leadership by other key staff is satisfactory. The school is managed well. The school's governance is good.

Main strengths and weaknesses

- The headteacher leads the school well and he receives good support from staff and governors.
- Rigorous self-evaluation underpins the good management of the school.
- There is a strong, effective link between performance management and staff development.
- Very good induction procedures are in place in the school, especially in the case of newly-qualified teachers.

- The analysis of national and optional test results is not always used to bring about improvement in planning.
- Subject leaders do not monitor sufficiently the curriculum, pupils' standards or the quality of teaching.
- Leadership and management of the Foundation Stage is unsatisfactory.
- Financial planning is well related to the school's and pupils' educational needs.

Commentary

34. The good leadership of the school by the headteacher, who is well supported by staff and governors, ensures that the school has a clear and effective purpose which results in good achievement by all pupils. There is a strong team spirit in the school and all staff work well together. The leadership of curricular development is effective and supportive, due in part to the very good sense of purpose and high aspirations by the headteacher, coupled with the very good support that he receives from the deputy headteacher. Good quality leadership has resulted in very good relationships and a commitment to including all members of staff in all aspects of the school's work. The school improvement plan has a clear focus on maintaining high standards and spells out quite clearly how success will be objectively measured. Further development is specified for the role of subject managers in respect of monitoring and developing the curriculum and teaching. The governors are very supportive of the school and have a good understanding of its strengths and areas for development. They visit the school regularly, have a wide range of expertise and each curriculum area has a designated governor to support its manager. They play the part of 'critical friend' well in all aspects of school life and ensure that that the school fulfils its statutory commitments.
35. Effective and rigorous self-evaluation underpins the good management of the school. The headteacher carried out an audit within the school soon after taking up post and this audit, plus the self-evaluation completed by the school before this inspection identifies clearly the priorities for school improvement. The assessment co-ordinator carries out thorough and meticulous analysis of test data, including not only the national end of Years 2 and 6 test results, but also the optional tests administered at the end of each year. This identifies the performance of year groups, classes and specific groups such as those with special educational needs. However, effective action from the analysis is not always put into place to bring about improvement because key staff are not sufficiently involved in the interpretation of data. Another relative weakness in the school's evaluative procedures is the limited role of subject leaders in monitoring and developing the curriculum and teaching and learning. This is an underdeveloped facet of the subject leaders' and senior management team's role. At the moment, the headteacher and deputy headteacher perform most of the monitoring process. A further weakness in leadership and management occurs at the Foundation Stage. This is currently unsatisfactory because of the perception that the leadership and management of the nursery as well as reception are not part of the team leader's responsibilities. However, there are several ideal models of effective leadership and management amongst key staff for all to aspire to. These include the leadership of Key Stage 1, of ICT and music, all of which have very good impact on pupils' standards and the quality of teaching.
36. Performance management is good. There is a strong link between performance management and staff development. Individual training needs are decided during the performance management process, along with the needs of subject areas and the school generally, for example the new music facilities and any ICT needs. Most of the teachers are very experienced and have worked in the school for some years. There has been very little turnover of teachers in the last two years. At the time of the inspection, there were three newly qualified teachers in the school and their induction has been very well managed.
37. Financial planning is very well related to the school's educational needs as they are set out in its school improvement plan. Expenditure is checked carefully and rigorously and financial reserves are projected to be close to the recommended five per cent at the end of the financial year. The school funds are used well as they promote high standards and good achievement for all pupils. The school is concerned about getting good value for money and all major

projects like the proposed new music room are put out to tender. It compares its costs to similar schools and consults parents and pupils about major planned developments.

38. Special educational needs provision is effectively led and managed. The special educational needs co-ordinator is experienced and knowledgeable. Class teachers are encouraged to take responsibility for the day-to-day requirements of pupils with special educational needs. However, advice, support and guidance are readily provided by the co-ordinator when needed. Her responsibility in overseeing formal review meetings and the upkeep of records and documentation is undertaken diligently.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,181,964
Total expenditure	1,188,609
Expenditure per pupil	2,550

Balances (£)	
Balance from previous year	65,837
Balance carried forward to the next year	59,192

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

39. Since the last inspection, the school has opened a 26-place nursery which children attend either in the morning or the afternoon. At the time of the inspection 42 children attended the nursery on a part-time basis. Children in the nursery benefit greatly from their learning experiences. This is because the well-qualified nursery teacher has a very good knowledge and understanding of how young children learn and is, therefore, able to plan and provide an exciting and stimulating range of activities. Additional adults who work with the teacher also make a very valuable contribution to children's learning because they all work together very well as a team. They are particularly skilled in observing children at work and play, evaluating and assessing their progress and achievement. These observations are invaluable when updating children's records which denote what they know, understand and are able to do. Provision for children with special educational needs is good, although at times staff struggle to receive sufficient advice from other professionals in order to address quickly any difficulties individual children may be experiencing. The nursery teacher places great importance upon quickly identifying difficulties so that staff can ensure that the experiences the children receive are tailored to their needs.
40. When children join the nursery their attainment is at a level expected for their age, and is typical of that found nationally for children starting nursery. Most children have satisfactory communication skills and are used to playing with their parents, carers and other children. However, at the time of the inspection, several children showed some delay in their acquisition of speaking and listening skills. Overall, children come to school with a wide range of experiences which the staff in the nursery work very hard to extend. Because of the overall good, and some very good, teaching in the nursery children make significant progress and attain good standards of work for their age. By the time they enter the reception classes, most children are producing work of a good standard that, in most areas of learning, is above that expected for their age. Children quickly settle into the routine of the nursery and enjoy coming to school. Their attendance is good and this makes a positive contribution to their rate of progress.
41. In the reception classes, teaching is satisfactory. In particular, staff place a very high priority upon developing and promoting children's basic literacy and numeracy skills, and constantly challenge them to do their best. However, they are significantly less successful in building upon children's achievement in other areas of learning and, as a consequence, children overall only make satisfactory progress by the time they enter Year 1. In part, this is because the quality and range of learning opportunities are unsatisfactory and teachers do not have an adequate knowledge and understanding of the areas of learning which constitute the Foundation Stage curriculum. Often the perception is that children are only playing if they are not reading, writing or doing number work. Another reason is because the learning support assistants are not sufficiently highly valued in either the work they do or what they are capable of contributing to the quality of teaching and learning. Also adults are not confident or comfortable at intervening in children's play in order to extend their vocabulary and use of language, or to challenge them to make decisions and solve problems. This is because the purpose of learning through play is not understood or valued as a fundamental entitlement of the children.
42. In spite of the overall provision being satisfactory, the leadership and management of the Foundation Stage are unsatisfactory. There is a misguided perception that the leadership and management of the nursery as well as reception are not part of the team leader's responsibilities. Historically, reception has been viewed as part of the infants and the nursery as a separate entity. The recently-appointed headteacher is very anxious that this situation is rectified rapidly as it is currently posing a barrier to children's learning. Although the

Foundation Stage leader is a very experienced teacher, she has not availed herself of sufficient training pertinent to the Early Years curriculum development and implementation. Consequently, she has insufficient knowledge and understanding about how best to promote young children's learning, and is ill equipped to support, advise and monitor the quality of teaching and learning throughout the nursery and reception classes. A further consequence is that in reception, assessing what children have learned lacks structure or purpose and does not provide information about how best to respond to children's needs. The strengths of the very significantly better quality provision found in the nursery are not shared because there has been no empowerment and encouragement of staff to co-ordinate and work as an effective team. There is a lack of vision and sense of purpose to provide guidance, motivation or a sense of worth amongst all of the Foundation Stage staff.

43. The quality of accommodation and variety of learning resources are satisfactory in both the nursery and reception classes. However, whilst the classrooms are nearby, they are not adjoining and there are separate outdoor play areas which are segregated and bounded by intimidating, unpainted metal fencing. With a little effort, these areas could be used more imaginatively, effectively and co-operatively in order to provide better learning experiences for all children in the Foundation Stage. The management and organisation of the reception classes preclude opportunities for children to share experiences. This frequently results in a duplication of staff from both classes doing the same thing at the same time and is an inefficient use of staff skills and expertise.

Personal, social and emotional development

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

Main strengths and weaknesses

- Nursery staff provide children with very good opportunities to engage in activities which are imaginative and enjoyable and stimulate their independence and desire to learn.
- Children in the reception classes are not provided with sufficient opportunities to select and enjoy meaningful play activities and resources as part of their learning.

Commentary

44. Children come into school with a good awareness of others, demonstrate confidence and show a curiosity about their surroundings. Staff in the nursery place a high level of emphasis on this area of learning. This is well promoted through good teaching and well-planned opportunities for children to express their needs and feelings. They show care and concern for their classmates and demonstrate a strong sense of self as a member of the nursery setting as well as their own family. Nursery staff are adept at helping children to make the most of each activity by illustrating what they are expected to do. Good induction procedures and assessment mean that children's individual interests, aptitudes and circumstances provide information about the precise level of support and challenge needed.
45. Whilst children in the reception classes do have opportunities to take some responsibility for their own learning, and receive a satisfactory standard of teaching, staff do not place sufficient importance upon ensuring activities promote emotional, social, moral and spiritual development as well as intellectual development. Staff in the reception classes have high expectations of children's academic achievement and most of them rise to this challenge and show growing powers of concentration and a willingness to try their hardest. However, opportunities are missed for children to initiate ideas and for these ideas to be valued as part of their learning. Nevertheless, children, including those with special educational needs, make satisfactory progress and maintain good standards, so that when they enter Year 1 their attainment is above average.

Communication, language and literacy

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

Main strengths and weaknesses

- Children achieve very well because they are well taught in both nursery and reception.
- Staff have very high expectations of how children should behave and the quality of work they can achieve.
- Teachers do not always provide learning opportunities which balance direct teaching with activities which enable children to try things out for themselves.

Commentary

46. Most children come into the nursery with a satisfactory range of vocabulary. However, at the time of the inspection, a significant minority of children had very limited vocabulary and found it difficult to express even basic needs. This, however, is not typical. Teaching in both nursery and reception is good overall. In particular, children in the nursery are engaged by imaginative approaches which make them part of the action during story times, such as playing the characters of 'the little wolf' or 'the big bad pig'. All classrooms are alive with language and set up so that children can use language in a range of contexts, be it describing Autumn in reception or as part of 'The Builders' in nursery. From the time they begin nursery, children are encouraged to enjoy a wide range of books, both at home and in school. Teachers' questions enable them to make sense of the story through picture clues and, later, letters and key words.
47. Most staff are experienced and confident at building children's vocabulary and encouraging them to express themselves by using phrases and simple sentences as they get older. However, in reception, opportunities are not as well planned for using role-play areas to extend children's imagination. Role-play tasks lack structure and purpose, with too little focus on the precise nature of the reading, writing, speaking and listening activity. Children achieve very well overall and higher than average attaining children make rapid progress in both nursery and reception. By the end of reception, this results in standards being well above average as most children have achieved all the Early Learning Goals in this area of learning. A significant number are working within the early stages of the National Curriculum.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff make lessons enjoyable and this promotes children's interest and enthusiasm for learning.
- The quality of teaching is good because staff are confident, make children work hard and have high expectations of what they can achieve.

Commentary

48. Children come into the nursery having had appropriate experiences of number. In both nursery and reception, they are taught well and, therefore, make very good progress by the time they move into Year 1. The majority of children achieve very good standards of work, having achieved the Early Learning Goals for this area of learning. A significant percentage of children are confidently working within the early levels of the National Curriculum. In the nursery, children quickly recognise and name numerals from 1 to 5, and are also able to count beyond this. During registration good use is made of applying number skills, such as counting the number of children present plus the adults to give the number of people present on that day. The language of number is developed well and children soon understand more than, less

than, bigger and smaller. Promoting children's mathematical skills, knowledge and understanding is integrated well into a wealth of activities. Staff never waste an opportunity to reinforce learning, such as using everyday words to describe position, to recognise and create simple patterns or to recognise and name familiar two dimensional shapes. In the outdoor area, children can learn the basic concepts of weighing and measuring when playing in the sand and water trays.

49. In reception, the good teaching continues to build very effectively on the solid foundations laid in the nursery. Most children achieve very well because of teachers' high expectations and demanding work. Staff provide a range of contexts in which children are encouraged to apply their understanding to solve problems. Teachers have good subject knowledge and understanding and can, therefore, be more spontaneous in moving children's thinking in more diverse ways. Children's ideas are more readily discussed and valued as lessons are conducted in a way which allows children greater opportunity to take responsibility for the direction of their learning and satiate their inquisitiveness.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The environment contains a range of activities which attract children's curiosity and interest.
- Links between other areas of learning and the potential use of the outside area to promote learning are not fully exploited.

Commentary

50. Most children enter the nursery having had a varied range of experiences outside of the home, and with sufficient vocabulary to make sense of these experiences. Overall teaching and learning are satisfactory. Children, including those with special educational needs, achieve well in the nursery and this is consolidated satisfactorily in the reception classes. As a result, most children exceed the expected goals for this area of learning by the time they enter Year 1. In spite of the classrooms being modest in size, and not especially well planned to meet the needs of young children, there is a wide selection of resources to stimulate children's curiosity. In the nursery, much learning is directed through good investigations and discussions using sand, water, physical and creative play opportunities as avenues to stimulate children's curiosity. When the weather permits, children explore their environment by finding natural materials, such as rocks and stones or minibeads. During the inspection, children in the nursery were keenly planting bulbs, despite being bemused as to how these could turn into flowers.
51. Whilst the nursery and reception outdoor play areas are safe and adequately equipped, they are uninviting. Planned use of the outdoor environment by reception staff in particular is insecure and lacks imaginative links to other areas of learning. Further difficulties in using the outdoor area are created by the construction of a metal fence between nursery and reception. This means that resources cannot be readily shared by all the children and many toys and items of play equipment have been duplicated. A large number of visitors and parent helpers, as well as well-planned visits, enhance children's learning. Reception children especially enjoyed their walk in the woods and were keen to talk about their various 'finds', including 'prickly conkers' and 'knobbly fir cones'. Such opportunities are very effective in enabling children to develop their powers of observation and to begin to make connections about the world around them. In the nursery, especially, each firsthand experience is exploited to the full by good planning that identifies the potential for learning in every one of the six areas where this is possible.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Limited space restricts opportunities for children to spontaneously use equipment to develop their climbing and balancing skills.
- Care is taken to provide children with good opportunities to develop their control and manipulation of tools and small objects and equipment.

Commentary

52. Teaching and learning are satisfactory. Children, including those with special educational needs, make steady gains in their confidence to use an increasing range of equipment, as well as to move with greater control and co-ordination. Standards are average when children move into Year 1. Since the time of the last inspection, some improvements have been brought about in creating opportunities for children to use large outdoor play equipment. However, the outdoor play areas are sterile and lacklustre. It is difficult for staff to be innovative or imaginative in how to exploit the available resources. Therefore, children cannot spontaneously enjoy playing outside. Better use is made of the infant hall to compensate for these shortcomings. Children especially enjoy their regular physical education lessons which provide well-planned opportunities to explore large spaces. In one lesson observed, children developed their range of movements and showed a good awareness of themselves and those around them.
53. The headteacher has identified the need to improve the quality and use made of the outdoor areas and make them an integral part of children's learning. General classroom-based learning activities provide good opportunities to handle implements such as scissors, pencils, crayons, paintbrushes and glue sticks. Children can manipulate the controls on computers and listening centres, as well as being able to use door handles and other opening and closing devices. From the earliest age, they are well motivated when given malleable materials to play with and, as they get older, show great diligence in completing puzzles with large interlocking pieces.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Too little importance is placed upon developing children's creative skills.
- The quality of teaching of music by the specialist teacher is very good and promotes very high standards of performance by the children.

Commentary

54. Teaching and learning are satisfactory overall, but children achieve standards above those expected for their age because they make rapid gains in their skills, knowledge and understanding during their time in the nursery. This is because great importance is placed upon this aspect of children's learning. Teaching is generally of a high standard because staff recognise the value and importance of young children being able to make greater gains in their learning through new experiences and finding out information for themselves. Unlike in the reception classes, nursery staff do not devalue this aspect of learning as merely play. Children's initial rapid progress is not sustained because the reception staff do not give children sufficient encouragement to think creatively so children begin to lose confidence in their own ideas. Role-play is used as an activity but is not planned well enough to get children involved or to help them take control of a situation – often activities are led by adults.

55. During the inspection, a very good music lesson was observed in the nursery class. The specialist teacher had an innate ability to relate to and motivate young children. Her expectations of what they could achieve were very high and she made them work hard. Her plan for what she intended the children to learn was thorough and reflected very well suitable early years learning activities. As a result, children's achievement was very good. They could follow a simple rhythm, sing their names and had a good recall of familiar action songs such as 'If You're Happy And You Know It'. They handled instruments well and joined in the rhythm and beat to 'She'll Be Coming Round The Mountain'. Children are able to transfer this high quality learning and performance generally which significantly enhances the standard of their work in music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good overall, and very good in Years 1 and 2.
- Pupils' progress in writing slows down in some Year 3 and 4 classes.
- Standards are well above national expectations in Year 2 and above expectations in Year 6.
- Teaching has many good features, thus improving learning.
- Assessment data is not used sufficiently to set appropriate targets for pupils' progress.
- The subject leader does not have sufficient opportunities for monitoring and evaluating pupils' standards or the quality of teaching.

Commentary

56. Pupils' achievement is good overall but this comparison of their capability with past attainment shows variation between and within year groups. Pupils in Years 1, 2, 5 and 6 achieve very well due to consistently good and, at times, very good teaching and the provision of stimulating learning activities that are matched well to pupils' differing abilities. The effect on standards is significant, raising them to well above the national expectations in Year 2 and, overall, to above expectations in Year 6. The writing standards of pupils in Year 6 are not as high as they might be because progress in writing slows down in Years 3 and 4.
57. Pupils' skills in speaking and listening are good in Year 2 and very good in Year 6. In most classes, pupils are very ready to contribute orally in class and their speech has a strong sense of purpose because teachers encourage clear explanations and develop pupils' confidence at speaking in front of an audience. This confidence is helped by teachers valuing each pupil's contribution and finding a positive comment, even though an answer may be incorrect or inappropriate. In Years 1 and 2, speaking is better than listening and this is partly because most oral work takes place in whole-class discussions when attention can occasionally waver. There are insufficient opportunities for pupils to talk to a partner or small group and thereby they have to concentrate on listening. However, by Years 5 and 6, pupils are mature and articulate and respond readily to one another's ideas.
58. The standard of reading is high, being well above national expectations in both Year 2 and Year 6. Pupils read fluently, with a good level of comprehension of what they read and many of the older pupils show a good knowledge of increasingly complex reading skills, which helps them become independent in their work when researching topics. The writing of pupils in Year 2 is well above national expectations and reflects the strong foundation of basic skills of spelling, punctuation and grammar that is firmly established in Years 1 and 2. The early emphasis on writing in sentences pays dividends and pupils in Year 1 are already showing good understanding of how best to write sequences of sentences that result in well-structured writing of far greater length than is usually produced at this age. By Year 6, pupils' writing is

above expected levels but the school has placed priority on raising the overall standard. This is mainly a response to the performance of pupils in the national tests in 2004, when results in writing were far lower than expected. One of the contributory factors is the slowing down of pupils' progress in Years 3 and 4. Indeed, in one Year 3 class, the current standard of pupils' writing is no higher than that being achieved six months ago and this reflects low expectations.

59. Teaching and learning are good overall. There are particular strengths in many teachers' knowledge of the subject, their enthusiasm, the ways in which they encourage and engage pupils and their use of teaching assistants and resources. All these contribute well to pupils' knowledge and understanding of English. Where teaching is most effective, for example in Years 1, 2, 5 and 6, pupils work with effort and interest and learn to think and write independently. This, in turn, leads to at least good learning. Some extremely good practice was seen, such as in a Year 5 lesson in which pupils were very excited and enthusiastic about writing their own 'concrete' poems after the teacher had very skilfully introduced them to the concept and examples of it.
60. Most teachers plan well to meet the needs of pupils of different abilities. They have a good knowledge of the National Literacy Strategy and use its format successfully to help pupils' acquisition of skills. Planning of a week's work is appropriate but there is insufficient focus on the learning to be achieved by pupils in individual lessons. Teachers use assessment satisfactorily. The ongoing records of individual pupils' progress are used constructively for targeting work for most levels of ability. This is most effective with pupils with special educational needs, who receive good support in class from class teachers and teaching assistants plus, for some, further work away from the class with the special educational needs teacher. These varying sources of support enable pupils with special educational needs and, similarly, those few with English as an additional language, to make the same progress overall as their classmates.
61. The subject is led and managed satisfactorily by an experienced subject leader. Her action plan for subject development has appropriate targets that reflect a good awareness of improvements necessary for pupils' standards to be raised further. The recently-introduced additional procedures for regular assessment of pupils' writing are too new for their impact to be judged but they are seen as an important source of information for teachers to set pupils short-term targets for improvement.
62. Current arrangements for the subject leader to monitor and evaluate pupils' standards and the quality of teaching are satisfactory. In English as in all subjects, these arrangements are made possible by another teacher being available to teach a subject leader's class on a fixed rota. The subject leader does not always make best use of this time but there is evidence of satisfactory effectiveness of her support in the good quality of the teaching of colleagues who have sought her advice on their planning. The subject leader is not sufficiently involved in the assessment co-ordinator's monitoring of the data collected from pupils' performance in annual tests and consequently does not make best use of the detailed information available about year-on-year progress by individual classes.
63. Improvement since the last inspection has been satisfactory. Overall, pupils' standards compare similarly with those attained nationally as they did at the time of the last inspection but with an improvement in writing in Year 2. The quality of teaching at Key Stage 2 shows improvement, mainly because of that now evident in Years 5 and 6. Whilst library facilities are currently unsatisfactory because they lack accommodation that can be used for the teaching of study skills, a new purpose-built library is included in building work that starts shortly.

Literacy across the curriculum

64. Teachers have a good awareness of the need to underpin literacy in the teaching of all other subjects. The school is focusing much effort on the improvement of writing skills throughout all subjects. Consequently, there is much good practice in the school of the writing up of scientific experiments, in the specific vocabulary taught for given topics, such as the characteristics of different faiths in religious education, and in the use of empathy in writing on historical topics. There are many word banks on display in classrooms and many good examples of cross-curricular literacy. The school also arranges extra-curricular activities to promote literacy, such as visiting drama groups and a drama club. Drama is strongly linked to pupils' work in history and input from local drama groups enhances pupils' learning across the school, from Year 1 pupils' learning about toys from the past to Year 6 studies of Greeks.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good overall and very good in Year 2 and Year 6.
- The quality of teaching and learning is good.
- Pupils are interested in mathematics and their attitudes are usually good.
- Assessment of pupils' performance is good but it is not fully used to respond to pupils' individual needs and changes in the curriculum.
- Marking of pupils' workbooks does not give them helpful guidance to move forward in their mathematics learning.
- The subject leader does not have sufficient opportunities for monitoring and evaluating pupils' standards or the quality of teaching.

Commentary

65. Standards in Year 2 and Year 6 are well above the national expectations for these age groups. These levels are in line with the judgements of the previous inspection and similar to the 2004 national test results in which standards were well above average in comparison with all schools nationally and with similar schools. Pupils' achievement, which takes into account their present capabilities and previous levels of attainment, is good overall. There are no significant gender differences in standards or achievement.
66. The quality of teaching and learning in mathematics is good, with an example of very good teaching in Year 5. Overall, the best teaching and learning were observed in Years 1, 2, 5 and 6. A scrutiny and analysis of pupils' work also indicates good features of teaching and learning of most year groups. These contribute most effectively to pupils' high standards in numeracy. Teachers plan well and their insistence on high standards of behaviour contributes well to the good atmosphere for learning in lessons throughout the school. However, assessment and marking are not always used sufficiently to give pupils helpful guidance to move forward in their mathematics knowledge and understanding. Equality of opportunity is generally promoted well and pupils with special educational needs are well supported both in and out of the classrooms. However, some pupils' entitlement to the full curriculum is sometimes compromised by withdrawal from the classroom for extra reading and music tuition. The needs of pupils of different abilities are met well through the provision of learning activities that are matched well to the specific needs of groups and individuals.
67. The main resources used by teachers are workbooks and worksheets from a commercial scheme and too few opportunities are presented for pupils to participate in 'hands on' practical tasks in their mathematics work. In a Year 2 lesson observed pupils' skills in counting forward and back in 2s was enhanced by the lively pace and challenge of the lesson. The teacher rang a small bell and pupils automatically changed direction in their counting. The teacher took the opportunity of developing the pupils' understanding of odd and even numbers by

changing the counting from 0 to 40 to 1 to 39. By the end of the lesson, nearly all pupils understood that multiplication is the same as repeated addition. Year 6 pupils were well taught to enable at least half of the class to achieve a very high standard. The initial mental activity was based on the television programme 'Countdown' when pupils were challenged to use five numbers to make into a larger number using all four rules of computation. Pupils' speaking and listening skills were encouraged well when the main activity was introduced by asking pupils to explain the various methods of addition and subtraction that they had learned. This also gave the teacher the opportunity to assess what pupils already knew. By the end of the lesson, nearly all pupils were able to use the column method of addition, including decimals.

68. All teachers have established good classroom routines. As a result, pupils behave well, remain on task and are generally keen and interested in mathematics. This leads to their good progress in the subject. Pace and challenge are evident in the majority of lessons and most teachers have high expectations for their pupils' performance. Homework is regularly set and is appropriately matched to pupils' work in their classroom lessons.
69. Leadership and management in the subject are satisfactory overall and lead to high pupil standards and achievement in both key stages. The subject leader is a member of the senior management team, but has not had an opportunity to monitor teaching and learning in mathematics in the classrooms. He has been instrumental in monitoring test data of pupils' performance in national and optional tests, but the resulting information is not yet fully linked to individual pupil tracking or for planning progression in the curriculum. For example, pupils in a Year 5 class are working on the same activity and at the same level as those in Year 6 and some Year 3 work does not appear to consider sufficiently the pupils' standards at the end of Year 2. A member of the governing body has been appointed to support mathematics and she makes regular visits to the school and provided good support to the subject leader in his inspection interview.
70. Standards at the time of the last inspection were reported as well above average across the school. The quality of provision has been maintained as standards in both Year 6 and Year 2 remain at well above the national expectations and over half of pupils are likely to achieve the higher Levels 3 and 5 standards in national tests by the end of Years 2 and 6.

Mathematics across the curriculum

71. Pupils are increasingly using mathematics routinely in other curriculum subjects and are consequently coming to appreciate the practical uses of mathematics in real life. For example, graphs and tables are used to record data in science and geography. Pupils' measuring skills are used in many aspects of design and technology and, in an ICT lesson, pupils used their mathematical skills successfully to work out the diameter of various planets and their distances from the sun.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Good quality teaching overall, with very good teaching in Year 6, ensures that effective learning takes place.
- Achievement is good overall but very good in Years 2, 5 and 6.
- Pupils have very positive attitudes to science and relationships are very good.
- Skills of investigation and scientific thinking are well developed in pupils.
- Assessment is used effectively to gather information but the use of marking to advise pupils how they may improve is inconsistent.
- Planning overall is secure and daily planning is generally thorough.
- Monitoring and evaluating of planning, teaching, learning and standards is satisfactory. The school acknowledges that this is an area requiring a sharper and more focused approach.

Commentary

72. All pupils, including those with special educational needs, achieve well and make good progress through the school. In Years 2 and 6, pupils' standards are well above the national expectations for these age groups.
73. Lesson observations and listening to pupils in Years 1 and 2 show they have a good scientific knowledge and understanding, developed well by teachers. By the time they reach Year 6, pupils display a good knowledge and understanding across the full science curriculum. The development of investigation skills is efficient in helping pupils apply and extend learning in new contexts. For example, the very purposeful and practical approach to promoting understanding of reflective materials in Year 2 engaged the children's curiosity with its visual approach, resulting in total understanding of the concept and appropriately related vocabulary. Similarly, in Year 6, pupils used previously acquired knowledge and understanding of a fair test to investigate and confirm the process of photosynthesis. The school's approach to the development of investigation skills is a strength of the science curriculum and pupils of all ages and abilities are developing these skills.
74. The quality of teaching of science is good overall and some very good teaching was observed. Teachers are secure in their knowledge of the subject and they make learning interesting. Planning and preparation are often thoughtful and creative and teachers ensure that practical activities are purposeful. This successfully encourages and challenges pupils to think about what they have learnt and how to improve their work. Teachers have high expectations of behaviour which, supported with very good relationships, produce very positive attitudes in the pupils. Teachers assess pupils regularly. They analyse data from national tests and end of unit tasks. They carefully track pupils' progress from monitoring target achievement but their use of focused scrutiny is an aspect, which the subject leader acknowledges, requiring further development. A consistent approach to focused marking to guide pupils to their next stage of development is also an area requiring further attention. Leadership and management are effective and strategies are already being considered to raise the profile of monitoring and evaluating. This is a positive move. Resources are good and well used. Overall, the continuing good provision and the gradual rise in pupils' standards indicate that improvement has been satisfactory since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching and positive attitudes result in good achievement by pupils and standards that are above national expectations.
- The subject is very well led and teachers are supported well by a full-time technician.
- Most teachers are well trained in the use of available technology and have good subject knowledge, skills and understanding.
- The subject is used effectively as a teaching and learning tool in other curriculum subjects.
- No information and communication technology was observed in the classrooms to encourage pupils to participate in individual research.

Commentary

75. At the time of the last inspection pupils' standards in Years 2 were above those expected whilst they matched expectations in Year 6. Standards in both years now exceed expectations and all pupils, including those with special educational needs, are achieving well. There has been good improvement since the last inspection, due to the current very good leadership and management of the subject that has had significant impact on the raising of standards.

76. All teachers use the nationally recommended guidelines as the basis for their planning and these are appropriately adapted for the pupils at the school. Teaching ranged from satisfactory to very good in the five lessons observed and the Year 6 lesson, taught by the subject leader, was very good. Teachers' clear planning and delivery, along with very good preparation of the programs and computers by the full time technician, ensure that all pupils engage fully with their lessons, contribute well and make good progress in acquiring and consolidating their skills, knowledge and understanding in the subject to achieve a high standard.
77. In the very good Year 6 lesson observed most pupils were able to use the Internet to search for information relating to their science work on plants. They are able to differentiate between the various sources of information and discuss which are the most suitable sources for their research. Nearly all pupils can then copy and paste pictures and text from the Internet into a word-processing package. The lesson was very well managed so that pupils received maximum support and were given the time to practise their skills on the computer. They were also given the opportunity to speed up their touch typing skills in the initial activity. Year 2 pupils are able to control the computer and use the keyboard to communicate their writing skills in text and pictures and are beginning to develop the ability to save and retrieve data unsupported. Pupils of all age groups show a great interest in their work and many say that it is their favourite subject.
78. The computer suite is very well equipped with over 30 terminals and a data projector. The experienced and well-qualified technician is assigned to support lessons in the suite and he provides very active support for teachers and pupils. The computer suite is well timetabled and used effectively to support learning in the subject. However, the inadequate use of computers in the classrooms partly restricts information and communication technology from efficiently supporting learning across the curriculum when pupils may want to engage in individual research.
79. The subject leader is experienced, well qualified and enthusiastic. She gives very good educational direction for the subject and has taken effective action to maintain and improve standards and raise the profile of the subject across the school. Four after-school computer clubs have been introduced, including one for past pupils of the school, to add to the overall provision for the subject. She ensures that new members of staff are confident and competent to teach ICT and gives formal and informal advice and teaching support to other staff members. Resources for the subject are very good and include a computer suite with enough computers for each child to operate individually, two computers per classroom, digital cameras and probes.

Information and communication technology across the curriculum

80. Lessons in the computer suite are used effectively to support learning in other subjects, for example mathematics, literacy, science, design and technology and geography. Pupils make good use of the programmes available and can effectively word process and manipulate data on databases and spreadsheets. Year 1 pupils use the 'mouse' control competently to design, create and print individual Christmas cards using and recognising the appropriate icons.

HUMANITIES

Geography

81. Only two lessons occurred during the inspection period. It is not possible, therefore, to make a judgement on provision. However, from the lessons observed, scrutiny of work in books, classrooms and corridors and discussion with pupils, standards in each year group are at least in line with those expected nationally. Within the lessons observed, pupils' standards were above expectations in a very well taught lesson in Year 1 and matched expectations in a Year 4 lesson where teaching was good. Both lessons shared the characteristic of learning

intentions being clear in planning and a good variety of learning activities that stimulated pupils' interests.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards in Years 2 and 6 are above those expected nationally.
- Teachers use a variety of methods to bring history teaching 'to life' and to develop history through literacy and vice versa.
- Pupils show very good attitudes, involvement and interest in lessons.

Commentary

82. As in the previous inspection, standards are above the expected levels in both Year 2 and Year 6. In Year 2, pupils show a good understanding of the lives of famous people, such as Florence Nightingale, and their contribution to life today. They are developing a good awareness of the sense of time, and changes in life since their grand parents' and their great grandparents' times. In Year 6, pupils' knowledge and understanding of the Ancient Greeks is developing well and they understand how modern events are connected with the past. In a Year 6 lesson seen, pupils read an account by a past historian and wrote their own newspaper reports about the main characters and events, as if giving an eye-witness account of the Battle of Marathon. Good quality discussions followed, after the pupils had viewed their video extracts, although there was less emphasis on discussing different ways in which the past can be interpreted.
83. Teaching and learning are good. Teachers use a wide range of methods to let pupils have a real feel of the period they are studying, using good sources of information. In a good lesson seen in Year 2, the teacher made good use of a timeline to develop a sense of chronology, and to discuss important events of the time. Pupils were finding out about the past through the teacher using evidence from a variety of sources, such as the video, photographs and visits. For example, they saw a video showing real-life experiences of a war veteran, and photographs as a stimulus to discuss what happened during the two World Wars and they had a visit to a local war memorial. Pupils were able to answer the teacher's questions skilfully, as a result, using their memory of the previous lessons, and asked perceptive questions while learning about the significance of 'Remembrance Day'. The quality of planning is variable, however, although satisfactory overall. Pupils' inquiry skills are developing well through using non-fiction books and through pupils making their own Internet search.
84. Within the 'literacy hour', teachers use historical texts successfully to increase the pupils' knowledge and understanding of a period. In Year 3, for example, pupils were reading books on Ancient Egypt, and looking for key points in each paragraph to make their notes, and learning at the same time about the importance of the River Nile to the Ancient Egyptians. There is a good variety in the written tasks that are assigned. A good example was seen in Year 5, where pupils were making their diary entry as a housemaid, and reflecting good understanding and empathy with the work and life of a housemaid living in Victorian times. From the work scrutiny, however, an excessive use of worksheets is evident in some classes, which restricts pupils' ability to write more creatively by themselves. History displays are of high quality, for example the Egyptian masks seen in Year 3. Homework is used effectively to reinforce and extend learning, and to develop pupils' study skills.
85. The subject has been maintained well since the last inspection. Policy and guidelines have been updated recently to take account of the changes in the requirements. An appropriate range of topics is covered in accordance with the school policy. The action plan shows a good emphasis on monitoring the curriculum through collecting a variety of history 'evidence' as a record of pupils' work, and to evaluate how history is being taught in the school. Direct

monitoring of teaching is part of the action plan, but not yet an established practice, although teachers are supported where necessary. There are satisfactory procedures for making the end-of-term assessments, but the use of ongoing assessment to inform planning is less effective in matching work for the range of abilities in a class. History resources are updated regularly to support the schemes of work, and to make learning about the past more interesting and meaningful.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Strengths from the previous inspection have been maintained.
- Assessment is a priority area for further development.
- Visits are used productively to learn about different faiths.
- The subject makes a major contribution to multi-cultural education.
- The subject leader does not have sufficient opportunities for monitoring and evaluating pupils' standards or the quality of teaching.

Commentary

86. In both Year 2 and Year 6, pupils' standards are above expectations, as reported in the last inspection. Pupils achieve well in all that they do and learn. The curriculum is broad and balanced and taught to sufficient depth, in accordance with the local agreed syllabus. Pupils have a good understanding of the key concepts in religions, including Hinduism, Judaism, Sikhism and Islam. Christianity is taught in all year groups; younger groups learn through stories and festival celebrations, and older groups have more formal lessons in the subject. There is a high emphasis on learning about other faiths; this helps pupils to develop a good understanding of the responsibilities of living in a multi-cultural society. The festival of Diwali was recently celebrated in the school on a 'Multi-cultural Day'. Pupils in the school are well aware of why Diwali is celebrated and of its importance in Hindu religion. They compare this with Christmas and Hannukah and know what Christmas means to Christians and the different ways people celebrate Christmas. Pupils in Year 5 have made an in-depth study of Islam, and understand the importance of symbolism in religions. By Year 6, pupils give their own interpretation of what Christians believe.
87. Assemblies make a good contribution to religious studies and are successful in developing tolerance. Stories from religions with a moral are often told, encouraging pupils to think that the world may be viewed in many different ways and that different people have different perspectives, and there may be more than one right answer to important questions. Visits to places of worship, linked to a religious topic, are a regular feature of the school's work, and pupils benefit from these visits; for example, pupils in Year 5 have visited a local mosque, and pupils in Year 6, 'All Saints Church'. Christian values are reinforced, while studying other religions and similarities and differences in practices are discussed, often stressing the commonality. Stories are also told about the founders of religions, thus giving pupils opportunities to learn from their examples.
88. Teaching and learning are good overall. Teachers' subject knowledge and understanding are good in relation to teaching about their own religion and other faiths. All the elements of literacy are well supported through lessons and pupils' very good literacy skills strengthen their knowledge and understanding of the religions. Teachers make good use of resources and there are good opportunities for pupils in each class to use ICT to support their work. CD-ROMs are made available to study major religions of the world, and there are opportunities for pupils to do their own research in the ICT suite. Teachers' planning is variable, but is satisfactory overall. Assessment is not used effectively in lessons to present pupils with different amounts of challenge in their work.

89. In most lessons, there is a good balance between the teacher giving out information and pupils' active involvement in their own learning. This was evident in a good lesson seen in Year 2. Pupils were finding out about the festival of Eid, and were learning how it is celebrated. The teacher explained the key words, such as Islam, fasting, Muslims and Ramadan, and pupils listened attentively to the teacher and to the story, asking perceptive questions to further their understanding about the key features of Islam. They understood the significance of Eid and could name and describe festivals from four other faiths. In a very good lesson seen in a Year 5, pupils were learning the importance of the mosque for members of the Muslim community, and comparing this with the role of the church for the wider community at Christmas. Strengths in the lesson were the effective group work by pupils themselves in presenting their writings, lively discussions, and a keen interest in finding out about other people's values and beliefs.
90. Not all lessons seen, however, were equally stimulating for all pupils. A lesson seen in a Year 4 class provided pupils with good opportunities to identify feelings and responses of characters in the story of Christmas, making good connections with their own experiences through a role-play situation. Pupils understood why Bethlehem is important to Christians. In a significant part of the lesson, however, pupils remained passive listeners, and relied too much on the teacher for giving them ideas on how to write their accounts of the special journey to Bethlehem; most resorted to copying the teacher's notes from the board, rather than applying their own thoughts and ideas. The lesson lacked interest for more able pupils, some of whom belonged to other faiths.
91. There is satisfactory leadership and management of the subject. The role of the new subject leader, however, is not sufficiently developed, particularly in relation to monitoring the teachers' planning and making lesson observations, to ensure a consistency of practice within the school. There is a good overview of the curriculum to see if the subject requirements are fully met. Opportunities are available for staff for training, where relevant, and there is an increasing use of the visits to support lessons. A current priority is to make assessment more useful in recording pupils' achievements in lessons, and making a better use of the information to plan suitably challenging work. There has been a recent review of the policy and new schemes of work are being developed further. The subject is well resourced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. As few lessons were observed in **art and design** and **design and technology**, no overall judgements have been made about provision. However, the evidence of pupils' work and the high quality of the broad range of learning opportunities provided indicate that this area of the curriculum has significant strengths and that the school's work in these subjects, and especially in music, is earning it a high status within the local educational community. The appointment of an Arts manager is indicative of the importance placed by the school on pupils' creative development and the post-holder is a valuable source of support to the leaders of the individual subjects.
93. In **art and design**, the work of all pupils of all ages, including those with special educational needs, is above national expectations. This is an improvement on the last inspection when standards matched expectations. In Years 1 and 2, pupils demonstrate a strong sense of pattern, good control of line and colour in sketches and paintings, and a well-developed ability to create imaginative artwork with different materials. In a well-taught Year 6 lesson, pupils demonstrated technical expertise and imaginative composition in watercolour paintings based on sketches of features in the school grounds. Pupils use sketchbooks well for recording images and experimenting with design. There are good procedures for assessment of pupils' learning through termly assessment of a drawing task. This provides a useful overview of each pupil's progress over time. Pupils enjoy a very wide range of learning opportunities within school and beyond. The two art clubs are very popular amongst pupils of all ages. An enthusiastic, knowledgeable teacher provides good leadership and management and she has clear priorities for subject development, including firm plans for the monitoring and evaluation time that has recently been created for her by the new headteacher.

94. In **design and technology**, a scrutiny and analysis of teachers' planning, pupils' past work and classroom displays indicates that standards are broadly in line with those expected in Years 2 and 6. This judgement is in line with the findings of the last inspection. There is insufficient evidence to make judgements about teaching and learning and pupils' achievement over time in both key stages. Planning is comprehensive and follows the recommendations of the national scheme of work which ensures appropriate progression for pupils across the age groups. Elements of design technology indicated in the planning included pupils' designing and making a model of their bedroom, a design of Joseph's coat, a sandwich snack, story books, musical instruments and the props. for a Year 6 production of 'Alice in Wonderland'. The subject manager has compiled a useful portfolio of pupils' work in all age groups which indicates designing and making aspects of the subject. Year 6 pupils have formulated a short design instruction booklet to link with their construction of a moveable toy using an electrical circuit. Good links with other curriculum subjects, for example, mathematics, literacy, science and religious education, are evident in planning and pupils' work. The issues from the last inspection relating to assessment and limited curriculum time have both been fully rectified.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- The very good teaching by the specialist teachers has good impact on pupils' achievement and standards.
- Resources and opportunities for music activities outside the school day are very good.

Commentary

95. The good provision at the time of the last inspection has been improved by allocation of more time to the teaching of music, which plays an important part in the life of the school. A class teacher, released for two days a week to teach music to other classes, leads and manages the subject very well, ensuring that the curriculum is broad and well planned. She and a part-time music specialist teacher are responsible for teaching all classes. Teaching and learning are very good overall. This was typified by a lesson with Year 6 pupils in which pupils' singing performance and then their group blues compositions were well above national expectations. Quality of teaching contributed much to these high standards. The very good quality of pupils' learning was characterised by their high levels of interest, the extent of their factual knowledge about jazz and blues, and the excellent co-operation in small groups on the composition task. They were challenged to perform difficult tasks well, with an ever-present emphasis on improvement. Pupils of all abilities, including those with special educational needs, achieved very well in the course of a lesson, with their learning about music and their performance skills advancing significantly.
96. Standards of recorder playing and singing in Year 2 are above expectations and other evidence of good or better standards in singing was provided by whole-school singing in assemblies and by Year 1 pupils in a lesson. These good standards owe much to the technical guidance provided by the teachers because they explain the purpose of each learning activity, constantly assessing where improvement is possible and this develops pupils' technical knowledge very successfully.
97. The very good provision for music includes a very good range of resources and many opportunities for additional music activities outside class lessons. Instrumental tuition is offered on violin, trumpet, clarinet, flute or fife and drums. Nearly 100 pupils are involved in this tuition. A common feature of the instrumental lessons observed during the inspection was the very good teaching. A significant feature of this teaching was the excellence of the relationships between tutors and their pupils. In the case of the Suzuki method of violin tuition, these quality relationships also extended to the parents of pupils at the early stages of

learning. Several enthusiastic parents attended the lessons in order to receive guidance on how to help their children's practice at home. Additionally, recorder club, two choirs and an orchestra are held weekly and levels of participation are very high. The curriculum guidelines used by the teachers provide opportunities for pupils to experience a very good range of music from different cultures, both as a listening activity and as a stimulus for their own music making. Beyond music lessons, class teachers are now starting to contribute effectively to pupils' musical knowledge and understanding through their use of ICT, using composition programs to reinforce the pupils' knowledge of musical elements.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards of teaching are good and motivate pupils well.
- Pupils have very positive attitudes and behave well.
- Outdoor facilities are good.
- A very good range of clubs and sports opportunities greatly enrich pupils' experiences.
- There is no consistency of assessment, as yet, to monitor pupils' development and progress.
- Leadership and management are effective and strategies introduced by the newly-appointed subject leader are already impacting on raising standards.

Commentary

98. Standards are now as nationally expected at both Year 2 and Year 6. All pupils, including those with special educational needs, achieve well. This indicates an improvement since the previous inspection when standards were judged unsatisfactory.
99. Teaching and learning are good. Lessons are well planned and teachers have high expectations of both behaviour and performance. These, together with the very good relationships that underpin the teaching, the effective organisation and management of lessons, pupil management, and effective use of resources ensure that good learning takes place. Pupils display very positive attitudes and behave well. Teachers are secure in their knowledge of physical education and are able to give clear explanations and, where necessary, demonstrate. Lessons are brisk and a variety of activities keep pupils motivated. Pupils are encouraged to demonstrate and evaluate their own performance and that of others. Teachers know their pupils well but there are no consistent assessment procedures to monitor individual pupil progress through the school. The new subject leader has not yet had sufficient time to consider, develop, establish and activate appropriate procedures.
100. All aspects of physical education are taught over time and lessons in gymnastics, games and dance were observed during the inspection. These were taught well, resulting in satisfactory standards being achieved overall. These activities are well supported by the many extra-curricular opportunities offered in games and dance clubs and participation in competitive sport. However, pupils who have not achieved the 25 metre unaided swim by Year 4 or who enter the school in Years 5 or 6 do not have the opportunity to achieve this basic standard. The school acknowledges this and is to address this issue as a matter of urgency.
101. Leadership and management of the curriculum are effective. Apart from the school and extra-curricular opportunities provided for the pupils, the school offers an opportunity for Year 6 pupils to attend a residential course. These extended activities complement and enhance the school curriculum. They further promote social and moral development and encourage independence and inter-dependence. The school's facilities are good, with large playgrounds and a good field for football and athletics. The school has a wide range of resources, which are of good quality and these are used well to promote pupils' physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- There is a high emphasis on teaching PSHE through a variety of activities across subjects of the curriculum.
- There is a structured programme of work for drug and alcohol education.

Commentary

102. PSHE takes place in discrete lessons and is taught through other subjects, such as science and physical education, and an appropriate amount of time is allocated. There is a strong emphasis on developing pupils' personal and social skills through activities in the 'circle time' and in assemblies and religious education lessons. The school's drug and alcohol education programme ensures progression across all age groups in relation to developing pupils' skills, knowledge and understanding and their attitudes and values. Pupils are encouraged to develop healthy eating habits and they learn how to make informed choices. The school is aiming to gain the National 'Healthy Schools' Standard in the next two years. Sex and relationship education is more formal for pupils in Years 3 to 6, and is often taught through using video materials that parents have viewed beforehand. Outside agencies are also involved, to support planned programmes of work, and to complement teacher-led activities. Systems, such as the 'Golden Time' rules and playground 'Buddies', help to promote pupils' good behaviour and improve the quality of their playtime experiences.
103. Pupils show very good relationships throughout the school and caring attitudes towards others. During religious education lessons, pupils show very good respect for the feelings, values and beliefs of others. Through the school council, there are good opportunities to develop the qualities of citizenship. The school council is effective in ensuring that the pupils' views are taken into account; for example, pupils' input into new playground games and resources was valued and there was a mature discussion about bullying; pupils gave clear reasons for their decisions. Pupils show mature and responsible attitudes and have good decision-making capacities.
104. Teaching is consistently good and effective in regulating pupils' behaviour, as there are high expectations. In the lesson seen, pupils in Year 6, showed very good levels of co-operation and commitment to improving the school environment. Standards of debating were very high and pupils showed good levels of respect for other people's views. They write clearly about the benefits of being trusted and being responsible, and share their thoughts of how they are perceived by their parents at home. Their writings show that they are highly reflective. Pupils in Year 2 understand what their responsibilities are in relation to improving their environment and are well aware of general health, hygiene and safety issues. The pupil-monitor and prefect system further helps to develop a sense of responsibility and the qualities of leadership. The subject is well led and managed. The monitoring of teaching to ensure curriculum coverage and to improve assessment and planning is at an early stage of development. Reviewing current policy and practice, including progress towards the 'healthy schools' standard, is part of the school improvement plan.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	4
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	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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).