

# INSPECTION REPORT

## **AVONMORE PRIMARY SCHOOL**

West Kensington, London

LEA area: Hammersmith and Fulham

Unique reference number: 100322

Headteacher: Mr C Hale

Lead inspector: Mr D Watson

Dates of inspection: 29<sup>th</sup> November - 1<sup>st</sup> December 2004

Inspection number: 266345

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 210 pupils plus 31 children in the Nursery  
School address: Avonmore Road  
West Kensington  
London  
Postcode: W14 8SH  
Telephone number: (020) 7603 9750  
Fax number: (020) 7603 4521  
Appropriate authority: The governing body  
Name of chair of Mr M Holgate  
governors:  
Date of previous 19<sup>th</sup> - 23<sup>rd</sup> April 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

This school is about the same size as other primary schools. There are 210 pupils on roll plus 31 children who attend part-time in the Nursery. Overall, there are more girls than boys, although this varies between year groups. The school is ethnically diverse. There are at least 15 different ethnic groups at the school; the three largest are White British, Mixed, and those from an African heritage. The number of pupils learning English as an additional language is well above the national average; many of these are at an early stage of learning English. The percentage of pupils identified as having special educational needs is broadly average; the current range of difficulties includes pupils with speech or communication difficulties and those with social, emotional, or behavioural problems. The percentage of these with a statement of special educational need is below the national average. The school educates a number of pupils who are either refugees or asylum seekers. The rate at which pupils join and leave the school during the course of a year is far greater than normally found. Attainment on entry to the school is broadly below that expected, especially in English language development. The proportion of pupils eligible for free school meals is above the national average. Although pupils come from a wide range of backgrounds, overall, the socio-economic circumstances of many pupils are less favourable than is normally seen. Within the last year, the school has experienced a significant staff turnover due to promotion, retirement and family circumstances. Over half the teaching staff have changed, and in September 2004, a new headteacher and deputy joined the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	Mr D Watson	Lead inspector	Mathematics Information and communication technology Personal, social and health education
9092	Mr R Elam	Lay inspector	
21171	Ms S Handford	Team inspector	The Foundation Stage curriculum Science Art and design Design and technology Music Physical education
18056	Mrs R Harrison	Team inspector	Special educational needs English as an additional language English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school; it has some excellent elements. The quality of teaching is very good, as is the curriculum. There is a very rich provision of extra-curricular activities. The school provides satisfactory levels of care, but very good levels of guidance and support, to all its pupils. Links with parents are very good and those with the community and other schools are good. The leadership of the school is good. The school provides **good** value for money.

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

- By the end of Year 6, standards in English, mathematics and science are very high and all pupils achieve very well.
- Pupils' attitudes to learning are very good and their behaviour is excellent because of the superb provision for their personal development.
- The leadership of the headteacher and key staff is very good in providing very clear direction and an accurate evaluation of the school.
- Teaching is very good overall, and all pupils make much better than expected gains in their learning.
- A very well-planned curriculum links subjects together and has a strong focus on the use of the basic skills, including thinking skills, as well as developing independence.
- The governors do not fulfil their statutory duties or hold the school to account.
- Financial planning is weak and there is a very large budgetary surplus.

Overall improvement since the last inspection has been good. Standards and achievement have both risen, and the quality of teaching and the curriculum have improved.

#### STANDARDS ACHIEVED

Pupils' achievement is **very good**. Attainment on entry to the Nursery is below that expected. Overall, children achieve well in the Foundation Stage. It is likely that in all areas of learning children will meet the expected goals for their age at the end of Reception, and goals in their personal development may be exceeded. Standards in the national tests and teacher assessments in 2004 in both Years 2 and 6 were very high; they were in the top five per cent nationally. In relation to their prior attainment, all pupils achieved exceptionally well. Current standards and achievement are similarly high in all subjects in both Years 2 and 6.

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

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.

By the end of Year 6, the difference between the performance of boys and girls is less than that found in other schools. Pupils with special educational needs achieve very well, as do the more able pupils and those learning English as an additional language. Gifted and talented pupils are also provided for well, as are pupils who have recently arrived at the school from another country. All pupils achieve very well, irrespective of ethnicity.

Pupils have very good literacy and numeracy skills; their skills in information and communication technology are good. Standards in religious education are well above those expected and pupil achievement is very good. Standards in most other subjects in both Year 2 and Year 6 are above those expected and pupils achieve well; this includes information and communication technology. Pupils' personal development is **excellent**. Pupils' moral and social development is excellent and their spiritual and cultural development is very good. Throughout the school, pupils' attitudes are very good; their behaviour is excellent. Pupils' attendance is satisfactory but too many do not arrive at school on time.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**.

**Overall, the quality of teaching and learning is very good.** Most teachers have a very good knowledge of all subjects and areas of learning that they teach, and a deep understanding of how pupils learn. They use this very well to create well-planned and interesting lessons that motivate all pupils and build on their prior learning. Throughout the school, the use of assessment is very good. A set of very comprehensive procedures provides a wealth of information that most teachers use very well to adapt their lesson plans in most subjects and to identify pupils who need support or challenge. Pupils are closely involved in evaluating their work. The quality of the curriculum is very good overall, as is the range of activities that enriches it. Accommodation and resources are satisfactory. The arrangements for pupils' care, welfare and health and safety are satisfactory. The provision of support, advice and guidance based on monitoring is very good. The involvement of pupils in the school's work, through seeking, valuing, and acting on their views, is good. The school's partnership with parents is very good; those with the community and other schools are good.

### **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **good**. The leadership of the headteacher and key staff is very good and school management is good. Although governors have been supportive of the school and are knowledgeable about its many successes, governance is unsatisfactory. Governors are now aware that they have not complied with all their statutory duties, held the school to account, or helped shape its direction. As a consequence, the school has a very large financial surplus. The governors are working quickly to remedy this situation.

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

Parents are very pleased with all that the school has to offer. They are particularly pleased with the standards that pupils achieve and the quality of education provided. Pupils state they are also very happy with the school, and all say that there is an adult at the school to go to if they are worried.

### **IMPROVEMENTS NEEDED**

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

- The governors' involvement in holding the school to account.
- The governors' strategic financial planning and monitoring.

**and, to meet statutory requirements:**

- The governors must comply with all health and safety legislation.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

By the end of Years 2 and 6, all pupils achieve very well and standards are very high.

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

- By the end of Years 2 and 6, standards in English, mathematics and science are very high.
- All pupils achieve very well, including those with special educational needs, those learning English as an additional language, high-attaining pupils and those from different ethnic minorities.
- Standards in many other subjects are above those expected.

#### **Commentary**

1. Pupils achieve exceptionally well. Parents are pleased with this, and the school's own self-evaluation confirms the inspection judgement. Pupils begin school with standards that are below those expected and attain standards that are very high when compared to the national average. At the end of Year 2 and Year 6, standards in the national tests in all subjects were in the top five per cent. Inspection evidence indicates that current standards and pupil achievement are similar. There has been a good improvement on the standards and pupil achievement noted in the last inspection report.
2. Overall, children achieve well in the Foundation Stage. Most children enter the Nursery with standards below those expected for their age in all areas of learning, especially in English language development as many are at an early stage of acquiring English as a second language. Pupils achieve very well, due to good teaching in the Nursery and well-planned provision, so that when they enter the Reception class, they are well on their way to achieving the early learning goals in all areas. School records indicate that in the past many pupils have continued to achieve very well in Reception, and many exceeded the expected goals for their age in all areas of learning by the time they entered Year 1. For pupils currently in Reception, this remains true of their personal development. However, overall, the quality of teaching in Reception is currently satisfactory, and children are achieving satisfactorily. Therefore, in their language, mathematical, creative and physical development and in their knowledge and understanding of the world, the majority of children are likely to achieve the expected goals in these areas of learning by the end of the Reception Year.
3. Over the last few years, the trend in performance at the end of Year 2 in the national tests has been well above that of the national average. In the last two years, standards in reading, writing and mathematics have been very high when compared to the national average, and when compared to similar schools all pupils achieved exceptionally well. Teacher-assessed science results are above both the national average and the results of similar schools.

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

Standards in:	School results	National results
reading	19.0 (18.7)	15.8 (15.7)
writing	18.7 (18.6)	14.6 (14.6)
mathematics	18.5 (17.9)	16.2 (16.5)

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*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

4. Current standards in Year 2 are well above those expected in reading, writing and mathematics. In these subjects, all pupils are achieving very well. Standards in science are above those expected and pupils achieve well.
5. Standards at the end of Year 6 in 2004 were very high in English, mathematics and science. The trend in pupil performance over the last few years has been well above the national trend. In relation to their prior attainment, pupils had achieved exceptionally well. Pupils currently in Year 6 are continuing to achieve very well and standards remain at a very high level in all three subjects.

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

Standards in:	School results	National results
English	31.9 (28.8)	26.9 (26.8)
mathematics	32.0 (31.4)	27.0 (26.8)
science	32.7 (32.2)	28.6 (28.6)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

6. Because of the very good support they receive, pupils with special educational needs achieve very well in all subjects. Not only do they achieve the targets written in their individual education plans but many of them also gain the expected level for their age in the national tests.
7. Overall, pupils learning English as an additional language achieve very well. Their needs are very quickly identified and very well met by specialist support staff and teachers. Many of these pupils reach the expected standard in reading and writing by the end of Year 2 and attain standards in English well above those expected in Year 6.
8. School data, and that provided by the local education authority, shows that all pupils at the school, irrespective of their ethnicity or how long they have been at the school or in the country, do very well. This is because the school works very hard to ensure that these pupils settle quickly into school and because its very caring and supportive ethos insists that every pupil is valued and respected. These pupils are thus happy and willing to learn.
9. Due to very good teaching, and especially to teachers' high expectations, more-able pupils do exceptionally well across the school. The proportion of pupils achieving above the national average in English, mathematics and science in 2004 in Years 2 and 6 was well above the national average. Pupils with gifts and talents also achieve well, as their needs are continually being met during lessons through challenging work.
10. Although the national tests indicate a difference in attainment between boys and girls in Year 2, in some subjects, there is no clear pattern. The differences in the numbers of boys and girls often account for the differences in the relatively small year groups of the last few years. However, because of the very good education being provided, the difference in attainment between boys and girls at the end of Year 6 has, in the last few years, been less than that found nationally, with both boys and girls achieving far better than they do at other schools.
11. Pupils have very good numeracy and literacy skills. They are used well to support their learning in other subjects. Pupils' skills in information and communication technology are good.
12. Standards and pupil achievement could not be judged in design and technology in Year 6, or in physical education or in music in either Years 2 or 6. This was either because the subject

was not being taught at the time of the inspection or because it was not part of the inspection focus. However, the good standards and achievement noted at the time of the last inspection in history and in design and technology have been maintained in Year 2. Standards are good, as is pupil achievement in geography, and information and communication technology in both Years 2 and 6 and in history in Year 6. This is a good improvement upon the findings of the last inspection. There have been very good improvements in religious education, and standards are now well above those expected in the locally agreed syllabus with pupils achieving very well. Both standards and achievement in art and design are satisfactory in Years 2 and 6.

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

Overall, pupils' attitudes to school are **very good** and their behaviour is **excellent**. Attendance is **satisfactory** but punctuality is **unsatisfactory**. The provision for the spiritual, moral, social and cultural development of pupils is **excellent**.

### Main strengths and weaknesses

- Pupils' behaviour is outstanding, they have very positive attitudes to work and really enjoy being at school.
- Because of their excellent personal development, pupils are mature and compassionate.
- Relationships around the school are excellent and pupils are very socially aware.
- Too many pupils do not arrive at school on time.

### Commentary

13. The level of attendance is similar to that at the time of the last inspection and is broadly in line with that of primary schools around the country. The great majority of pupils are in school by the start of the day. Nevertheless, there is a steady flow of pupils (and parents) arriving for the next ten to fifteen minutes. The school has recently started to monitor these late arrivals closely, and to contact parents in an attempt to improve this situation.

#### Attendance in the latest complete reporting year [%]

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

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

14. Pupils' behaviour and attitudes, as well as their personal development, are similar to those noted in the last inspection report. The school has an accurate view of pupils' personal development and their attitudes and behaviour. They, like the inspectors, view them as outstanding for all pupils. These qualities contribute significantly to the quality of work in lessons and to the progress they make.
15. All groups of pupils, including the high-attaining pupils, are very interested in what happens in school and want to do well. They listen attentively, follow instructions well, and settle very quickly to the tasks given. They have great confidence in their own abilities and are eager to contribute their ideas. Teachers constantly value each pupil's contributions, and this greatly supports their personal development, but particularly in the case of those from various ethnic minorities and those who have just arrived from another country. These positive attitudes reflect not only the quality of teaching and

the variety of interesting activities built into the lessons, but also teachers' high levels of interest and concern for each pupil. The school council enables pupils of all ages to work together. Older pupils show great maturity when performing monitor jobs around the school, such as staffing the office at lunchtime and acting as ushers for special events. Children's personal development in the Foundation Stage is very good because of the good role models provided by adults, the very good provision provided for this area of their development, and the school's very good levels of care. However, in Reception, children's interest wanes sometimes when activities do not have sufficient focus.

16. Pupils' social development is excellent, as are the relationships at the school. Because of this, there is a great deal of mutual support among pupils, both in lessons and in the playground. Pupils' social development is promoted very well, as teachers continually provide a wide range of opportunities for pupils to interact with classmates. This level of mutual support, both academic and personal, helps pupils, including asylum seekers and refugees, to settle quickly into school and achieve well. Although expectations are very high, because relationships are so excellent, pupils know they are under no undue pressure and therefore learn with confidence.
17. The opportunities for pupils to gain significant insight into values and beliefs in order to develop their spiritual awareness are very good, and also support pupils' social and cultural development very well. The school regularly invites in people from a variety of faiths to lead assemblies and lessons. Through work in religious education, and other subjects, such as the topic on Kenya in geography, pupils appreciate the importance of values and beliefs in their lives and those of others; they thus become better world citizens. As well as providing a brief time for reflection, school assemblies help pupils to a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Circle time, often led very well by the learning mentor, helps pupils to start to appreciate their own worth and to raise their self-esteem. In the classroom, they discuss varied topics and are encouraged to listen respectfully to others who may have a different view or belief from their own.
18. The provision for cultural development is very good. There is a strong emphasis on establishing positive attitudes to others, whatever their culture or background, through the study of art, music, and history. Pupils study the Greeks and the Tudors as well as making full use of occasions such as Black History month. Pupils from a varied range of different cultures mix very well with each other and it is very apparent that racial harmony is one of the strengths of the school.
19. Pupils' moral development is excellent and they have a deep understanding of the difference between right and wrong. They consistently behave well in the classroom, in the playground and at lunchtimes. All pupils, including those with learning difficulties, are aware of how their behaviour affects others, and have developed self-discipline. They are open, well-mannered, polite to adults and to each other, and welcoming to visitors; the school is free from bullying or harassment. They move around the school in an orderly way even when not supervised. Teachers have very high expectations about behaviour and there is a consistent use of a wide variety of positive strategies to encourage good behaviour. In the last year, there have been no exclusions.

#### ***Example of outstanding practice***

##### **The impact of excellent personal development on attitudes, behaviour and achievement.**

With pupils having a very wide social and cultural background and a very wide range of ability, the school

fully recognises the need to develop mature, compassionate individuals who work and play harmoniously together. All adults, whatever their role in the school, clearly understand their roles, responsibilities and expectations. They perfectly demonstrate respect, compassion and understanding that are then reflected in the attitudes and excellent relationships between pupils. Not only is there racial harmony, but recent arrivals to the school or the country are so warmly welcomed into the school that they soon acquire the very high standards of behaviour and desire to learn evident in the pupils already at the school. Pupils are very supportive of each other, both in the playground and in lessons, offering a great deal of friendship and academic guidance and encouragement. Virtually every subject and every lesson makes a positive contribution to pupils' learning. Management systems provide great detail on pupils' achievement so that the best support, both academic and personal, is provided as quickly as possible. The greatest outcome of all of this is that each pupil truly believes in themselves and their own future.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching is very good, and the assessment of pupils' progress is very good. The curriculum is very good, although the accommodation and resources are satisfactory. Overall, the school makes satisfactory provision for pupils' care, welfare, and health and safety, but the provision for support, advice and guidance is very good, and there is good involvement of pupils in the work of the school. Links with parents are very good.

### Teaching and learning

Overall, the quality of teaching is very good, and frequently excellent, and as a result, pupils learn very well. Assessment is very good.

### Main strengths and weaknesses

- Learning is very good because all teachers are mindful of their responsibility to meet the needs of each pupil.
- Teachers have a very good knowledge of the subjects they teach.
- The teaching of pupils with special educational needs and those learning English as an additional language is very good.
- Teachers are very skilled at providing stimulating, challenging and well-structured activities.
- Teaching assistants make a significant contribution to pupils' learning.
- Assessment procedures are thorough and include pupils' own thoughts.
- The setting of targets is not sufficiently refined to be highly effective.

### COMMENTARY

20. Overall, the quality of teaching is very good. This is a view that is broadly similar to that held by parents, pupils and the school itself. Good lessons were seen in all year groups, although the majority of very good and excellent lessons were seen in Years 2 and 6. The proportion of satisfactory teaching was greatest in the Reception class. The overall quality of teaching has improved since the last inspection, when it was judged to be good.

#### *Summary of teaching observed during the inspection in 41 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (15%)	11 (27%)	19 (46%)	5 (12%)	0 (0%)	0 (0%)	0 (0%)

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

21. Most teachers have a very good knowledge of the subjects and areas of learning that they teach and how to teach them. This is particularly true in English, mathematics and science. Lessons are planned thoroughly, with careful attention paid to ensuring that pupils' needs are very well met. This includes the most-able pupils, who often have extension work to challenge them. Pupils therefore build well upon their prior learning. Planning for all areas of learning in the Nursery is good and based on a very good understanding of the required learning needs of young children, so that they learn well. However, planning in the Reception is not as focused, and children do not achieve as well as they could.
22. A wide variety of teaching strategies and tasks that successfully engages and motivates pupils, including homework, is used. Teachers have access to a wide range of resources that is used well to promote pupils' learning, especially language acquisition. Good use is made of pupils working in pairs and groups to help cement pupils' personal development and enhance the caring atmosphere in the school. Pupils respond very well to their teachers' very high expectations of good behaviour, and very quickly settle to work and try their hardest. A high level of trust and respect gives the pupils, including those from different ethnic minorities and new arrivals into school, confidence, and encouragement to learn. The quality of relationships in the Foundation Stage classes is a great strength, providing a very positive social experience for these children.
23. All adults, teachers and teaching assistants are well organised and prepared. The very good teamwork between them, especially in the Nursery, ensures that carefully planned lessons are delivered very well. In the excellent lessons, there is a seamless and effortless transition between activities that maintain pupils' focus on their learning. The wide range of purposeful activities ensures that lessons have a good pace and engages pupils very well. The very good interventions offered by teachers or assistants, either to individuals or to small groups of pupils, in or out of the class, are very effective in promoting good learning. This is particularly true of pupils with learning difficulties, and the great emphasis that all adults place on oral work greatly helps pupils who are learning English as an additional language.
24. In the excellent lessons, these interventions are used superbly. The calm and deliberate approach used by teachers and teaching assistants provides a high level of challenge, as it gives pupils an opportunity to be independent and explain their own answers. Questioning sessions are also carefully constructed so that pupils with special educational needs are able to contribute confidently. As a consequence, all pupils are included in every stage of the lesson, and their developing confidence is visible for all to see. The learning mentor has made very good impact on supporting pupils' confidence to learn, and staff who speak other languages are an added resource that benefits pupils who learn English as a new language.
25. Teaching is satisfactory in the Reception class. Direct teaching to the class and small groups is mainly good, but because the teacher does not clearly guide the children to the learning opportunities provided in the rest of the classroom, many children do not achieve as much as they could. The absence of regular additional adult support for children's learning means that children are not always getting the best chances to develop their knowledge and skills.
26. Overall, the quality of assessment is very good, as it was at the time of the last inspection. The thoroughness and constructiveness of assessment procedures are strengths of the school. In their planning, most teachers use very well the information that has been recorded about their pupils' progress to provide either challenge or

support. They continue to monitor pupils' progress very carefully in all subjects, but especially in English, mathematics, science, and in the Foundation Stage. Similarly, detailed and regularly reviewed assessments are made of pupils with special educational needs or those learning English as an additional language. This information is used very well to form individual education plans for both of these groups of pupils that ensure that skills are built up step-by-step, and resources are fit for the purpose. Although there are many very good aspects of the way the school responds to individual needs, there are inconsistencies in the approach to marking pupils' work. All work is regularly marked, but there is a great variety of practice across the school. In some classes, a tick and a brief comment, although adequate, does not provide guidance to pupils on how they could improve. In the very best examples, a dialogue exists between teacher and pupils that directs pupils to how they can do better.

27. A particular strength of assessment is how pupils are involved in evaluating their own learning. At the end of each lesson, they are expected to evaluate how well they have achieved in relation to the learning intention. However, pupils do not always record these in their books. Pupils have a good understanding of what they need to do to improve. Both teachers and pupils use this well-established practice of evaluating work to set future targets. This is a good practice; however, other than in English, there is currently a wide range of targets written for the same subject. As they are not always clearly evaluated and do not always follow an established pattern, this wide range of targets adds to confusion and a lack of focus for a tool that could be highly effective.

#### ***Example of outstanding practice***

##### **The impact of excellent teaching on pupils' learning.**

The apparently effortless but excellent teaching of some teachers is highly effective in engaging all pupils fully in their learning. These teachers are supremely confident in their subject knowledge and their skills in organising and managing their classrooms and the resources they have at their disposal. Pupils' learning is, therefore, not only enjoyable, but also seamless and aimed at a very high level. High expectations for all pupils, including those with special educational needs, mean that learning is often outstanding. Teachers give a great deal of time to questioning. Questions are not only probing, allowing pupils to use and apply their knowledge to solve problems, but every response is valued and used very effectively to move on the learning of the individual as well as the whole class. Relationships are excellent, and the exemplary role models that teachers provide ensure that all pupils, including those new to the school or to the country, are warmly welcomed and gently supported both academically and in their personal development. They therefore settle quickly, want to learn, and in the end achieve very well. A very deep understanding of each pupil, based both on accurate and regular assessments, and also on intuition, is used very well. It enables teachers to plan a range of activities to stimulate pupils and guides them in stretching each pupil to the limit, without jeopardising their confidence or self-esteem. Because of this, pupils make great gains in their learning, irrespective of ethnicity or competency in English. Some teachers then cap these learning experiences with a level of energy and enthusiasm that is contagious and that fuels pupils' desire to learn. Equally successful, however, are those teachers whose supremely calm and patient manner enables them to create a situation in which pupils are spellbound.

#### **The curriculum**

The school provides a very broad and well-balanced curriculum enhanced by a very good range of out-of-class additional activities. Overall, the accommodation and resources at the school are satisfactory.

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

- The provision for pupils with special educational needs and those learning English as an additional language is very good.
- Very good opportunities are provided for pupils to take part in many out-of-class activities.
- The accommodation imposes some restrictions upon curricular provision.
- The quality of planning is good and promotes very high standards.
- Pupils' learning is made interesting and relevant by the effective links between subjects.

## Commentary

28. Through regular reviews, the school has a realistic view of its curriculum, and correctly perceives it to be better than it was at the time of the last inspection. The curriculum is planned thoroughly, with a view to motivating pupils to learn; it is also extended by weekly French lessons. The curriculum in the Nursery and Reception classes is good, providing young children with a firm base on which to build. In the main school, there is a sharp focus upon literacy and numeracy skills that supports pupils' very good achievement in these subjects. The curriculum as a whole is well balanced and has been made both relevant and interesting. This helps pupils achieve high standards in most subjects. There are effective links between subjects, so that pupils see the purpose of their learning and are provided with good opportunities to use their numeracy and literacy skills, although similar opportunities to use their ICT skills are not as well developed. The curriculum is reviewed regularly, and updated to take account of new developments and to improve its relevance to pupils.
29. All pupils at the school have full access to all that the school provides. The provision for pupils with special educational needs, and for those learning English as an additional language, is very good. In lessons, although all pupils cover the same context, activities are always planned that either focus on language development or the development of specific skills. Pupils work in small groups at appropriate levels and receive good support from their teachers and teaching assistants. They often receive good support and guidance from their classmates so that socially they are fully included and academically are helped to do their best. The school does not yet have a register for gifted and talented pupils, though one is planned. Nevertheless, the needs of the talented are often well catered for as a matter of routine in lessons, although the provision for pupils with particular gifts is less well developed.
30. Provision for personal and social education is very good. A well-structured programme, delivered through regular class discussions and combined with high expectations by adults, enables pupils to develop these skills well. Both the academic curriculum and personal development prepare pupils very well for the next stage of their education, both within the main school and for transfer to secondary education. The transfer from the Reception class to Year 1 is good.
31. The school enriches the curriculum by making good use of visitors and visits to places of local interest. Pupils and parents are pleased with the very good range of out-of-class activities. Coaches from tennis and football clubs, and competitions against other schools, enhance the provision for sport. Visiting theatre groups, visits to the theatre and art galleries and music played and discussed in assembly all extend pupils' appreciation of the arts. Many pupils take advantage of a good range of after-school and lunch-time clubs, though they are mainly aimed at older pupils.
32. The match of teachers to the curriculum in the Foundation Stage is satisfactory and good in the rest of the school. The match of support staff is satisfactory overall; the



classroom assistants provide good support but their number is such that a number of lessons, in the Reception class, for example, do not have an extra adult in the room to support the class teacher. As a result, a few children do not always get the support or direction they need to do their best. The learning mentor has made very good impact on supporting pupils' confidence to learn, and staff who speak other languages are an added resource that benefits pupils who learn English as a new language. Resources are adequate overall, though the school recognises that they are not always spread sufficiently evenly throughout the year groups. Resources are good for English, religious education and pupils with special educational needs but unsatisfactory for information and communication technology because of a lack of financial planning.

33. Being purpose built, the accommodation for the Nursery and Reception classes is good. However, children in the Reception class do not have regular or easy access to suitable outside space. In the rest of the school, the accommodation is adequate but only because the staff work very hard to cope with its limitations. It is cramped, with insufficient storage space, a shortage of rooms for the withdrawal of small groups or individual pupils, an area defined as the library but inadequate for that purpose, and a lack of blinds to cut out the glare from the sun. These issues have not been clearly identified in previous school improvement plans or money provided to remedy them. Overall, the building is tatty both inside and out and does not provide an environment conducive to learning. Despite this fact the pupils achieve well.

## **CARE, GUIDANCE AND SUPPORT**

The arrangements for pupils' care, welfare and health and safety are satisfactory overall. The provision of support, advice and guidance based on monitoring is very good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- The school has not kept up to date the formal procedures for ensuring a healthy and safe environment.
- The monitoring of pupils' academic progress and personal development is very good.
- The school has very good arrangements to help new pupils to settle quickly when they first arrive.
- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.

### **Commentary**

34. The school has good arrangements for child protection and first aid. Individual class teachers conduct their lessons safely and are very aware of each child's health and safety. However, due to a lack of monitoring by the governing body, the school has not been complying with statutory health and safety regulations; risk assessments have not been undertaken for more than three years. The headteacher has already started a review of risk assessments and he and the new chair of governors are fully aware of the urgent need to seek guidance and support on this matter. Because of this lack of monitoring, the school's view that it provides a very healthy and safe place is inaccurate.
35. As at the time of the previous inspection, staff show a deep concern for the needs of the pupils and provide good role models to encourage development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agreed that their children were well supported when they first come into the school. This is

because of the good opportunities for parents and staff to meet before the children start, and the care shown by the staff to help the new arrivals to settle. Pupils who newly arrive into other year groups, often from overseas, are welcomed and helped well by their new classmates. Pupils consider that they are supported very well by the staff and know who they would go to if they needed help. Pupils with special educational needs and those learning English as an additional language are supported very effectively, and because relationships within school are so secure, pupils are confident to seek help when necessary. When necessary, good use is made of outside agencies to identify these pupils' needs and support their learning. Pupils also recognise that the teachers listen to their ideas. This occurs in a structured way in lessons, circle time and in the school council. Nevertheless, the school has not yet introduced procedures such as questionnaires to enable all pupils to contribute their views directly.

36. The school effectively uses a mixture of formal and informal assessment to enable teachers to track pupils' progress and set targets. There are detailed tracking sheets that track pupil progress in nearly all subjects or areas of learning; they are especially good in English and mathematics. These are reviewed termly and more often when necessary. This monitoring enables the school to identify quickly pupils who will benefit from extra support. Pupils who are targeted for specialist support, for example, reading recovery, are given excellent guidance and their progress is very good as a result of this excellent teaching. Pupils regularly assess their own achievements and are asked to consider what they have done well and what they need to do to improve further. From all this information, teachers often set a range of targets that sometimes causes confusion as to which is the most relevant. However, in discussions, pupils quickly recalled and understood their most recent objectives, especially in English.
37. The school is very diligent in identifying, as early as possible, all pupils who need support with learning English or who may have special educational needs, and as a result, pupils' overall achievement is very good. There is a good understanding of individual pupils' needs because detailed observations are kept of what pupils do each week, and this information is discussed regularly at meetings with class teachers. Assessment procedures are very good and inform planning accurately, with staff identifying areas where pupils need more detailed guidance. For example, pupils at a very early stage of English acquisition have individual education plans to ensure skills are built up step-by-step, and resources are fit for the purpose.
38. The monitoring of pupils' personal development is less structured though the staff have a good understanding of each pupil's attitude to work and their social skills. They consistently and appropriately use praise and rewards to raise pupils' self esteem and to develop their personal qualities. These include the effective recognition of achievements and kindness in a weekly assembly. Their pastoral needs are supported well, where necessary, by trained staff such as the learning mentor. She often works on a one-to-one basis with pupils who have recently arrived at the school, ensuring that they settle as quickly as possible and overcome any barriers to learning that they may have.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Links with parents are very good; links with the local community and other schools are good.

### **Main strengths and weaknesses**

- Parents hold the school in exceptionally high regard and are very supportive of what the school provides.
- The parents' support at home and in school makes a good contribution to pupils' achievement.
- The school provides a wide range of useful information about what happens in school.
- The close involvement of different organisations and people from the community extends experiences for pupils' personal, social and academic development.

## **Commentary**

39. In their high response to the pre-inspection questionnaire and at the meeting, all parents, including those from different ethnic minorities, showed they that they are very pleased with what the school provides. Through rather more informal approaches, the school is aware of how happy parents are.
40. The school sends home an extensive number of newsletters and additional information that keeps parents closely informed about life at the school, what their children are learning, and how best they can support them at home. Relationships with parents are very good. Teachers are readily available. In particular, parents come into school at the beginning and end of the day. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. This openness and friendliness encourages all parents, including those who may be new to the school and to the country, to become involved and build positive relationships. Where necessary, bilingual support is made available to help pupils settle in, and parents and members of the community contribute effectively in supporting their children's learning.
41. Links with home are very good, and at every stage of monitoring and assessment of individual pupils' progress, information is shared with the home so that parents are kept fully and accurately informed. The links with parents whose children may have special educational needs are very good and the parents are encouraged to attend termly review meetings and contribute to the decisions made to support their children's learning. Interpreters are used to improve communication with parents who may not be confident in English. As part of her job description, the learning mentor is being effectively used to bridge the gap between home and school if the situation warrants it.
42. Parents help regularly in the school; in particular, they have training to hear readers at the start of the day. Some also take part in other lessons, with more willing to go on trips or help at special events; these valuable contributions support pupils' learning well and support the school's organisation. Pupils confirm that their parents usually insist on the homework being completed. In the upper part of the school, parents receive guidance on homework and are expected to sign that they have discussed it with their children. All parents come to the consultation evenings with the teachers or meet them shortly afterwards. The Friends of the school work hard and with success to organise both fund-raising and social events. However, the school has not yet introduced a structured way to seek the views of parents about improving what the school offers, such as by means of questionnaires or a parents' forum.
43. The school encourages parents from the local community to come and work with pupils, and this helps promote very good learning. Where necessary, outside agencies are quickly involved and their advice is used well to inform each child's learning programme. Community links are wide ranging because there many are trips, both to the local area, i.e. the park, and further afield, including theatres, museums and art

exhibitions. Pupils' sporting skills are enhanced well by links with local clubs and competitions with other schools. Their understanding of society is enhanced by their involvement in debates at the local 'Children's Parliament', and through contacts with the emergency services. In addition to parents, other people providing effective support in the school include volunteers from the community, trainee teachers and Nursery nurses, and secondary school students on the Duke of Edinburgh award scheme. The partnership with local schools and colleges is used well to improve the education being provided. There have been joint staff training events, visits from staff at the local secondary school and extensive links with a 'City Learning Centre', and these have supported well pupils' achievement in ICT.

## **LEADERSHIP AND MANAGEMENT**

Overall, the quality of leadership and management is good. The leadership of the headteacher and key staff is very good and the management of the school is good. Governance is unsatisfactory.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision, a sense of purpose and high aspirations for all pupils.
- Very good teamwork among the staff is a significant strength of the school.
- Many of the management systems are well planned and have served the school well.
- Most aspects of the school's systems of self-evaluation are strong, and planned actions are always appropriate and effective.
- The governors have not fulfilled all their statutory duties or held the school to account.
- There is a significant and unnecessary budget carry forward.

### **Commentary**

44. Since his recent appointment to the school, the headteacher has strongly supported the school's core successes, both academically and in pupils' personal development. Parents have been pleased with the lead he has given; particularly, his visibility and warm manner. His patience, coupled with his wide educational background and good professional knowledge of education, have helped him deal well with problems as they have come to light, for example, the lack of health and safety checks and the large carry forward in the budget. Both he and the recently appointed deputy headteacher provide very good role models to all and have already inspired the whole school community. The leadership at the top of the school has provided a very solid lead for the school during a period of great change. Hence, the leaders have maintained the successes of the 2004 national tests and have quickly established a strong team spirit where all members, irrespective of their experience, feel involved and valued.
45. Key aspects of the school, such as the provision for pupils with special educational needs and the co-ordination of subjects such as English, mathematics and science, are very well led and managed; sometimes, it is excellent. Generally, leadership of the Foundation Stage is good. The strength in the leadership of these subjects has been coupled with strong management systems, such as the monitoring of pupils' work, the collection and analysis of data, and clear feedback to staff. This has helped to quickly establish high expectations among the school's many new staff and also a consistency in approach to teaching and other aspects of school life. The induction of new staff has been managed well. At the parents' meeting, parents said that the change in staffing had not been disruptive. The head and deputy head have also been very quick to identify the needs of individual members of staff. By supporting and nurturing them, they are encouraging the best from each member of staff.

46. Performance management systems, through which the quality of teaching and learning are monitored, are very secure. There are extensive systems in place for the monitoring and evaluation of key aspects of the school, such as teaching and learning, and standards and achievement. However, in other areas, systems and criteria are not as robust, and key members of the community, namely pupils, parents and governors, are not regularly or formally involved.
47. The school has a well-established system that monitors and regularly reviews the school improvement plan and its effectiveness, but these have not greatly involved the governors. However, the system has provided the school with a mainly accurate view of its effectiveness, including in its own judgements of overall good leadership and management. This has helped the school maintain the very good provision noted at the time of the last inspection, as areas for development are closely linked to staff training. It has also enabled the school to have an accurate view of areas for development, such as the use of information and communication technology in all subjects. Overall, this plan is good, but some of the issues, especially those relating to pupil achievement, are not sharply focused. This makes them harder to evaluate than other areas that have more specific timescales and success criteria. Similarly, some areas, such as resources and accommodation have not been funded sufficiently to improve them. The new headteacher is taking a good and measured approach to future school development. A thorough audit of the school is being taken, so change is not to be for the sake of change, but for well-reasoned and necessary development. However, he has already identified the urgent need to improve resources in information and communication technology and reduce the large underspend.
48. The school uses well some of the money it receives, for example to provide funds to support pupils learning English as a second language and those with special educational needs. However, not all the money the school receives is used well to further its educational aims. The last financial audit of the school (undertaken some time ago in October 2001) revealed no major weaknesses. However, the potential impact on pupils is not at the centre of all financial decisions, and the school does not use all the principles of best value in its spending. Resources are short in some subjects, such as ICT, and this has a negative impact on pupils' learning. The internal decoration of the building is poor and does not provide a positive learning (or working) environment for pupils and staff. The governors' monitoring of the budget has been weak, and financial planning has neither been strategic nor has it reflected the needs of the school; specific areas and subjects have remained underfunded. There is a significant financial carry forward for which there are no formal plans for how it is to be spent, although the headteacher has a very good idea of what the priorities should be.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	827,273	Balance from previous year	118,986
Total expenditure	776,817	Balance carried forward to next year	169,442
Expenditure per pupil	3,571		

49. Even though the school has such a large carry forward, given its excellent results and exceptionally good achievement, both academically and in pupils' personal development, the school provides good value for money.
50. Although this has had no significant impact on achievement or standards at the school, the governing body has had neither the structures in place nor the awareness to hold the school to account. They have always been aware of the school's many successes and have been very supportive, but have not as a whole body held the school to account by questioning the headteacher and key staff, by closely monitoring many aspects of the school or by guiding its development. Hence, the governors have

failed to comply with their statutory duties by not undertaking a health and safety check of the school and by allowing a significant carry forward to develop with no clear plan of how it is to be spent. Recently, however, the governors have become more involved and more aware of what they should be doing. The governors were strategically involved in appointing to the school a new leadership team that will shape its future development. They are now under the leadership of a new chair of governors, a new committee structure is being established, and new expectations are being set as to the monitoring they will undertake and the level of challenge they will provide.

***Example of outstanding practice***

**The impact of excellent co-ordination in English and for pupils with special educational needs on achievement and standards.**

Both co-ordinators have a deep understanding about what their role involves and carry out their duties very effectively. They are experts in their areas of responsibility and are passionate about providing the best for each and every pupil. The management systems that they use are very secure. They both work very systematically to review the progress of every pupil by closely monitoring teaching and learning, collecting assessment data to modify provision for individuals and groups of pupils and working closely with teachers and support staff. All this valuable information is carefully gathered so that the quality of provision is under constant review and is tailor-made to each pupil or group of pupils. Both co-ordinators harness all available resources and energy from parents, outside agencies and through involving pupils in setting and reviewing their own targets. All value their great expertise and professionalism so that, even in a school where there has been great staff change, the very good and well-established provision has continued seamlessly. As a result, all pupils achieve very well, particularly those with special educational needs and those learning English as an additional language. Many pupils who started with the school with little or no English (irrespective of their ethnic background or whether they are asylum seekers or refugees) achieve above the expected standard in English as well as in many other subjects.

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

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

Because of the **good provision** in the Foundation Stage, children **achieve well**, as they did at the time of the last inspection. Provision is very good in the Nursery, but only satisfactory in Reception. However, the Nursery provides children with a very good basis for their future learning. Many children who enter the Nursery are still in the early stages of acquiring English. They start from below the expected level, and achieve well, and sometimes very well, in the different areas of learning. There is good support throughout for the small number of children with learning difficulties, those from different ethnic minorities, and in the early stages of acquiring English. Children are well prepared for their entry to Year 1 and most will achieve the early learning goals.

Overall, teaching and learning is good. It is very good in the Nursery and satisfactory in Reception. There is a very good partnership in the Nursery between the teacher and the Nursery nurse, so that teaching is good and sometimes very good. Planning for all areas of learning is very good, and based on a very good understanding of the required learning needs of young children, so that they learn well. In the Reception class, whilst whole class sessions are well taught, there is insufficient planning and direction given to structured play activities where there is no adult to supervise; children do not, therefore, always receive sufficient support or guidance to achieve well. There are good, well-established procedures to assess and monitor children's achievements and to ensure there is continuity in children's progress from the Foundation Stage to Year 1. There are very good procedures to introduce children and their parents to the Nursery, and good relationships are maintained to encourage parents to support their children's learning in the Foundation Stage.

The curriculum in the Foundation Stage is good. It is well planned and appropriate to the needs of children in the Nursery, but many of the good practices evident here are not being used well in Reception. Since the previous inspection, a new Nursery and Reception unit has been built. This provides well for the learning needs of the Nursery children, especially in the provision for outdoor play. However, the Reception class has no easy access to the outdoor area and no time is allocated for children to use this area to learn and play in. Generally, leadership of the Foundation Stage is good; support and guidance is being offered to strengthen the practice in the Reception class.

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

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

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

- There are many opportunities in the Nursery for children to select their own activities and use resources independently.
- Children are keen to learn, and work and play sensibly with each other.

#### **Commentary**

51. As teaching and learning in this area is very good, many children achieve very well and will exceed the expected level at the end of Reception. The very well-organised

provision in the Nursery and the clear routines help children develop well, so that when they transfer to Reception, they quickly build on what they have learned. In the Nursery, children enjoy the planned activities in the outdoor play area, where they show that they can use the space safely. The vigilance of the Nursery nurse ensures that children are gently coaxed and encouraged to share equipment and play together well. Children Nursery, who have lunch at school, respond well to the responsibility of laying the tables and choosing what they will eat and enjoy. Due to the very good role models all adults provide, their high expectations and very well-established routines, the atmosphere within both the Nursery and Reception is calm, purposeful and relaxed.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are good opportunities for children to work and talk together.
- Children enjoy reading and teachers plan well for the development of reading skills.
- Planning for independent activities in the Reception is not always effective in developing children's writing skills.

## **COMMENTARY**

52. Many of the children entering the Nursery are still in the early stages of acquiring English. Because of the good provision and good adult support for their learning, they soon gain the confidence to communicate their needs and express their ideas. There is a good balance in the planning for independent activities that encourage all children to talk together, and the opportunity children have to work closely with an adult to develop their vocabulary and accuracy of expression. In Reception, children's speaking is actively promoted, when, for example, they volunteer to take the "hot-seat" and respond to questions from their classmates. Children enjoy listening to well-told stories and understand how books are organised. In Reception, children read simple caption books with some support and are happy to talk about the pictures. However, some of the books used to read to the children are too small for most children to see either the text or the pictures; the effectiveness of this approach to the teaching of reading is therefore diminished. Most children can recognise initial letter sounds because of the good daily routine by which they learn the sounds. Reading books are regularly taken home and parents are encouraged to hear their children read. Children in the Nursery are given regular opportunities to experiment with writing, and most children achieve well; many already use the computer keyboard to find the letters in their names and print them off. However, in the Reception, there are not enough opportunities for children to build on the skills they acquire in the Nursery. Activities, which are based on worksheets, are not stimulating, and there is not enough direction from the teacher of what children are expected to achieve. Work is particularly unchallenging for more able children, who soon finish or lose interest. Because of the overall good teaching in the Foundation Stage, most children achieve well and are likely to achieve the early learning goals in language and literacy by the end of the year.

## **MATHEMATICAL DEVELOPMENT**



Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Learning is good in the Nursery because of the carefully planned activities.
- Provision for counting and calculating in the Reception is good, but planning for a wider range of mathematical experiences is unsatisfactory.

### **Commentary**

53. Overall, the quality of teaching and learning is good and children achieve well. Children in the Nursery are given good experiences in which to develop their understanding of different mathematical ideas. They colour and paint different shapes and use this knowledge to create collages of houses for the home corner. They learn well when they practise forming numbers and sort and order objects into sizes. Although there are regular daily lessons for mathematical development in the Reception that it was not possible to see, evidence from books shows children are developing their knowledge of number and counting well. There is less evidence of children having access to the breadth of mathematical experience provided in the Nursery. This is because the size of the classroom limits their enjoyment of the full range of experiences that are open to Nursery children. Most children will reach the expected goals in this area of learning by the end of Reception.

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

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

### **Main strengths and weaknesses**

- There are very good opportunities to investigate and explore in the Nursery.
- Limited opportunities are provided in Reception for children to investigate and explore independently.

### **COMMENTARY**

54. Teaching is good in the Nursery and the curriculum provides many very good opportunities for children to learn through practical activities. Children enjoy hunting for model animals buried in the sand and extending their knowledge of health in the hospital role-play area. There is good evidence that they use the computer to produce drawings and letters. Children visit a local park to observe the change of seasons and hunt for mini-beasts as there is a lack of any green areas within the school where children can explore the natural world. Although formal lessons in the Reception are planned, there are few activities provided whereby children can investigate independently. Because children receive a good foundation in the Nursery and there are dedicated lessons in the Reception, children are likely to meet the expected outcomes in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Nursery children have good access to the outdoor area and good resources. However, these are not open to Reception children.
- Regular lessons in the hall develop children's skills well.

### **Commentary**

55. Overall, all children achieve well in this area of learning. The outdoor area provides very well for children's physical development. The space is organised so that children can exercise safely when running around, using wheeled vehicles and the climbing frame. Adult supervision helps children develop their skills of balancing and co-ordination, and there is good awareness of the need to support those who are less adventurous. Although Reception children do not have regular access to this good provision, the visits that they make to the hall builds very well on the good physical skills that children acquire in the Nursery. Because of the clear and precise instructions and demonstrations given by the teaching assistant, who led a very good dance session, children moved creatively and imaginatively to the music, showing very good control. There is good attention given to providing opportunities for children to develop their manipulative skills well in a range of activities in which they cut and stick and join materials using a range of tools. Due to the good teaching, many children are likely to achieve the expected outcomes and some will exceed them by the end of the Reception Year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There is very good provision in the Nursery.
- There are fewer opportunities in the Reception.

### **Commentary**

56. Overall, the quality of teaching and learning is good. Children in the Nursery have access to a range of well-planned activities. Displays of art in the “Art Gallery” show that children have used a range of media and materials to produce attractive work related to the theme of healthy eating. They especially enjoy their imaginative play in the outdoor hospital area, where they organise themselves into doctors and patients and give injections and supervise a birth! Where adults work alongside children, this helps them to extend their vocabulary to talk about their experiences and to extend their skills. No direct teaching for creative development was seen in the Reception, and provision seen was limited to painting. The role-play “Garden Centre” is uninspiring and children are given no guidance on how to use the area. In the absence of an adult to support children’s play, there is little to stimulate their learning. Because of the good provision, in relation to their prior attainment, most children achieve well and they are likely to achieve the expected goals in this area of learning by the end of Reception.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good overall and, as a result, standards are well above average.
- Pupils are aware of their targets and this helps raise their achievement, which is very good.
- Pupils with special educational needs and those learning English as an additional language make very good progress because of the help they receive.
- Subject leadership is excellent and the overall curriculum is very good.

### **Commentary**

57. In the national tests in 2004, standards were very high at the end of Year 2 and Year 6, and in relation to their prior attainment, all pupils achieved exceptionally well. This is an improvement on the findings of the previous inspection because of the school’s continued focus on monitoring and tracking of pupils’ progress and on ensuring pupils who need additional support are identified early in order to make good gains in their learning. Current standards for pupils in the current Year 2 and Year 6 are similar, and all pupils continue to achieve very well. The difference in attainment between boys and girls at the end of Year 6 is less than that found nationally; both groups do very well but boys did slightly better.

58. Pupils are given many excellent opportunities to be involved in speaking and listening activities. Teachers expect pupils to talk with each other in pairs, groups and in whole-class discussions when undertaking independent work or when sharing their views and thoughts. Teachers place a very high emphasis on developing pupils' vocabulary; pupils are encouraged to explore language and teachers expect them to communicate in an articulate and mature manner. If they do not, sensitive support and guidance are given; this is often well supported by the very good role models that staff and even some pupils provide. Such approaches to developing the skills of speaking and listening are particularly suitable for those pupils learning English as an additional language. For example, in a very energetic lesson that concentrated on the rhythm and poetry in 'Macbeth', pupils in Year 6 not only enjoyed the lesson, but after hearing other pupils' views, they 'borrowed' these ideas to improve their own presentations. As a result, all pupils gained confidence and became more eager to participate.
59. The school provides pupils with a language-rich environment, and the love of reading is fostered through a wide range of class-based fiction and non-fiction material, which captures pupils' interest; pupils of all ages dip into reference materials as enthusiastically as they listen to stories and poems. This enthusiasm supports their learning very well when studying volcanoes in geography, space travel in science and Florence Nightingale in history. Through very good modelling by teachers, pupils learn to read confidently, using very good expression and interpreting what they read, so that they follow ideas through successfully. Because of the amount of independent research that they undertake, older pupils develop very good skills in scanning books and text, including that of the Internet. Pupils with special educational needs are given excellent help through reading recovery programmes so that many of them achieve very highly and attain the expected standards for their age. As part of their homework, pupils are often encouraged to read at home, and parental support in this, especially for the younger pupils, strongly supports their very good progress.
60. This level of commitment to learning for all pupils ensures that they all make very good progress, not only in their reading but also in applying the wide range of vocabulary they experience into their writing. Pupils have the confidence to be creative in their use of language, and use interesting vocabulary to emphasise their thoughts and ideas. For example, older pupils write very persuasive headlines to debate why the abolition of slavery was so important, and younger pupils explore descriptions of characters using colourful images they have borrowed from books and poems they have read. Links to other subjects are developed very well, and, as a result, pupils are confident in writing for a range of purposes and audiences. ICT is used effectively to consolidate skills and encourage independent work in some lessons, but due to a lack of accessibility to resources, not all opportunities are used. In writing, higher attaining pupils do exceptionally well, for example, there are a number of pupils in Year 3 working well beyond the expected level for their age. Pupils identified as gifted and talented are given additional challenging work that they often complete independently and to a very high standard.
61. Teaching is very good across the school and this is a good improvement on the findings of the last inspection. As teachers have such high expectations, provide such very good role models, and manage their classes so very well, lessons are always lively and interesting. Because of this, behaviour is often excellent and allows pupils to focus very sharply and be very productive in their work. Relationships between staff and pupils are excellent, and pupils are very supportive of each other; often guiding, supporting and encouraging their friends. This incredibly supportive atmosphere,

where everyone is valued, ensures that all pupils, irrespective of their ethnicity or how long they have been in the school or in the country, achieve very well. There are very good partnerships between class teachers and support staff helping pupils with special educational needs and those learning English as another language. Adults work closely together planning work for individuals and groups of pupils and tracking their progress. This close relationship ensures that planning takes into account the range of abilities in a class and that the language levels of each pupil are considered very carefully before setting tasks.

62. Pupils have a high level of responsibility for their own learning. Teachers spend time at the end of each lesson encouraging pupils to review what they have learnt and modify targets for next time. Pupils also have personal targets and recognise when they have been successful in meeting them. Teachers assess pupils' progress very carefully, and individual targets are reviewed regularly so that pupils are very clear about what to do next to improve their work. However, marking is variable. Where it is good, it is very informative, but in some classes it is minimal and does not help pupils recognise the best features in their work or how they might improve it.
63. Leadership and management of the subject are excellent. The co-ordinator has worked hard to ensure high standards, by making sure staff are fully supported in their planning and teaching. There is a systematic and very thorough monitoring of teaching and learning in place. Time is regularly set aside to monitor pupils' work and carry out moderation to ensure that staff, especially the many new staff, are very confident in monitoring standards in their class and are aware of school procedures and expectations. Because of this, the co-ordinator has a very good idea on areas of development and what is needed to maintain pupils' very good achievement. While resources are good, the library is not easily accessible for all pupils and many of the books are old and unattractive.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

64. Pupils use their language and literacy skills very well in other subjects. Teachers plan activities very effectively to promote, for example, report writing, and interpreting data in history and science. Wherever possible, time for independent research, using reference books and the Internet, is built into the teaching, but this is often limited because the ICT facilities are not always in good working order and the library is inadequate.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards in both Years 2 and 6 are very high and all pupils achieve very well.
- Very good teaching promotes very good learning.
- A very good knowledge of individual pupils ensures that their needs are carefully met.
- The quality of marking is not consistent across the school.
- The good use of mathematics in other subjects supports pupils' learning well.
- ICT is not used as well as it could be in mathematics.

## Commentary

65. Standards in the 2004 national tests for pupils at the end of Years 6 and 2 were very high. All pupils in both year groups achieved very well. This included pupils with special educational needs, those from different ethnic minorities, and those learning English as an additional language. Inspection evidence indicates that there is no significant difference between the achievement of boys and girls. Due to mathematics being a focus of school improvement in recent years, especially on using and applying mathematics, there have been good improvements in both standards and achievement since the last inspection. Standards seen during the inspection are similar to those of the 2004 national tests.
66. Overall, teaching and learning observed during the inspection was very good and sometimes excellent. Teachers have a very good knowledge of the subject and how to teach it. Their lessons are well planned, have a clear structure and succinctly build upon pupils' prior learning. Lesson plans clearly indicate new vocabulary that has to be taught in each lesson. This, coupled with the teachers' constant and correct use of it, ensures that pupils do the same. This helps all pupils to make very good progress, but especially those learning English as an additional language.
67. All teachers have high expectations and expect each pupil to do well. These expectations are particularly high in those lessons that are excellent. In these lessons, although all teachers are very adept at using questions to get pupils to think for themselves and use their knowledge and skills, in the very best lessons, this is done seamlessly by extremely confident teachers. Teachers regularly adapt their plans in the light of their very accurate assessments of pupils' learning. This is often based on very thorough and regular assessment of pupils' progress that is carefully recorded. Pupils are also closely involved in evaluating their own work and thinking of how they can improve, although these thoughts are rarely recorded. All teachers use this assessment information very well to plan with care work for pupils of different abilities. Thus, pupils with special educational needs, and high-attaining pupils, have work appropriate to their needs. High-attaining pupils are frequently given challenging work and are pushed even further by extension tasks. These are further reinforced by homework that is regularly set and marked.
68. Teaching assistants are deployed very effectively at every stage of a lesson and make a significant contribution to pupils' learning, especially for those with special educational needs. Due to a good adult-pupil ratio, individual pupils are very closely monitored and supervised. Pupils' work is regularly marked, although there is no consistent pattern across the school and only in the best marking do teachers give clear indications of how pupils could improve.
69. Teachers use numerous resources and activities to maintain the pace of pupils' learning and their interest. However, computers are not used sufficiently in lessons. All adults, including the teaching assistants, have a very calm and patient manner when explaining new and sometimes difficult concepts. The role models that they provide, and those provided by many of the pupils, coupled with their supportive and caring approach, helps all pupils, including those from different ethnic minorities and those new to the school or country, to feel involved and capable of doing their best.
70. The subject is very well led and managed. The recently appointed co-ordinator acts as an excellent role model to her colleagues providing them, especially many of the new staff at the school, with very good guidance and support. She has rapidly used a good range of activities to become deeply acquainted with the provision at the school and

now has a very accurate view of areas of development and the strengths that need to be built on and maintained.

### **Mathematics across the curriculum**

71. Following the school's approach to linking subjects and promoting the use of the basic skills in other subjects, pupils make good use of their mathematical skills in subjects such as science and geography.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- All pupils achieve very well, and by Year 6 standards are very high.
- Both teaching and learning are consistently very good across the school.
- Pupils are very interested and enthusiastic about the many opportunities they are given to investigate.
- Pupils' good literacy and numeracy skills contribute to the good quality of their work.

### **Commentary**

72. The school has maintained the high standards found in the previous inspection. In Year 6, the results in the national tests in 2004 were very high and all pupils achieved extremely well. In Year 2, teacher assessed results were good, and when compared to similar schools, pupils achieved well. As is found nationally, there was no significant difference between the achievement of boys and girls; neither is there any difference in the attainment of pupils from different ethnic minorities. Both pupils learning English as an additional language and those with special educational needs achieve very well.
73. Overall, the quality of teaching and learning is very good. Teachers have a very good knowledge of the subject and a very good understanding of how to teach it. Because of this, and their confidence, many lessons are of a practical nature that encourage pupils to pose their own questions, develop fair tests and reach their own conclusions. For example, pupils in Year 2 investigated the effect of the height of a ramp on the speed of a vehicle. The pupils thoroughly enjoyed this activity and used their knowledge very well, demonstrating not only a good understanding of a fair test, but also their knowledge of friction. Pupils' very good social skills meant that all pupils were fully involved, including pupils from different ethnic minorities or those new to the school. Teachers' planning is detailed and demonstrates clearly the progressive development of pupils' skills, knowledge and understanding. A key element of these plans, and the teachers' delivery, is the use of scientific language. They continually model this in their explanations and expect pupils to do the same; this greatly helps those pupils learning English as an additional language to learn well. Similarly, teachers use questions very well to probe deeply pupils' understanding. It is expected that the answers they give are detailed and accurate, and this encourages pupils to think hard. This often offers a great challenge and the possibility of further extension for the high-attaining pupils. Teachers value all the contributions pupils make, and use this well to move on the learning both of individuals and of groups of pupils. During the main activity, pupils are given a great deal of freedom to discuss and work independently. Because of this, they learn to pose their own questions and solve their

own problems. Resources are used well in the many practical activities that are used to enliven lessons, and when available, teaching assistants provide invaluable support, especially to pupils with special educational needs. Because there are very good systems in place to track pupils' progress, teachers have a good idea of what the needs of these pupils are and how they are best met. At the end of each lesson, teachers skilfully lead pupils through an evaluation of what they have learnt. By doing this, pupils are closely involved in their own learning and understand what they need to do to improve. The results of investigations are carefully measured, recorded and compared; the quality of work reflecting pupils' good literacy and numeracy skills. However, ICT is not used as extensively as it could be because of limited access to reliable computers.

74. The subject is well led and managed. The newly appointed subject co-ordinator has quickly monitored and audited the subject and has added to the resources so that they are now satisfactory. Although this was a strength in many of the lessons seen, she has identified a need to develop teachers' expertise in providing good quality investigative work and is reviewing subject planning. She provides a good role model and has supported well many of the new staff at the school.

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

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils achieve well because teaching is good.
- Resources are neither plentiful enough nor reliable enough.
- Due to very good subject leadership, recent improvements have been significant.
- ICT is not used sufficiently in other subjects.

## **Commentary**

75. Due to the purchase of more computers, staff training and the good use of links with a 'City Learning Centre', standards and pupil achievement have risen since the last inspection and are now better than expected. This is a good improvement. Standards in both Years 2 and 6, in all strands of the subject, are above those expected, and all pupils, irrespective of ability, gender, ethnicity or linguistic background, do well.
76. The teaching of ICT is good and pupils make good gains in their learning. This is because teachers make effective use of resources. However, the laptops used are not reliable, and there are insufficient for pupils to share one between two. Some pupils do not therefore have full access to a machine during a lesson so are unable to make the same progress as their peers. Generally, pupils thus achieve well rather than very well. Teachers are confident in the lessons that they teach, enabling them to give clear explanations and demonstrations. Lessons are well paced and teachers use discussions very well to help maintain pupils' good levels of interest and concentration. The curriculum is carefully planned so that all strands of ICT are fully covered. However, teachers' weekly planning does not always provide sufficient guidance or opportunity to record evaluations or assessments; this practice is currently under review. When available, teaching assistants are used well to support groups of pupils, as well as providing support for teachers in whole-class lessons. Teachers' work is well planned and prepared, Pupils are very well managed, and excellent relationships ensure that lessons are highly productive and very positive learning experiences.



77. The subject is led and managed very well. The co-ordinator, the headteacher, is very experienced and knowledgeable. He provides a very good role model to other staff, and the support and encouragement that he has provided since September have already made a positive impact on staff confidence. Since September, the new co-ordinator has carefully and accurately evaluated the quality of provision and is thinking creatively of how to overcome the difficulties posed by the school's accommodation and by insufficient and unreliable computers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

78. Pupils' use of their computer skills in other areas of the curriculum is satisfactory. In the one ICT lesson pupils have each week, there are some good links made between subjects such as history and geography. The school is aware that ICT is not used regularly during the rest of the week and therefore opportunities to use ICT in many subjects, such as English and mathematics, are not fully developed; this is limiting pupils from reaching their full potential in this subject.

## **HUMANITIES**

79. As no lessons were seen in **history** and only two were seen in **geography**, no overall judgements about the quality of provision can be made. However, an analysis of pupils' work, discussions with pupils and their teachers, and a scrutiny of teachers' planning and assessment records shows that standards in both subjects at the end of Years 2 and 6 are above those expected, and all pupils achieve well. Pupils' good numeracy and literacy skills support them well in their studies. Both subjects are led and managed well and the co-ordinator has identified further developments to make the curriculum more creative and better resourced. Overall improvement since the last inspection has been good.
80. The curriculum for both history and geography is well planned. There are very good links with other subjects and there is very good continuity in the way pupils learn new skills and acquire knowledge. Pupils regularly use their literacy skills and there are, at times, good links with ICT; most notably, via research on the Internet. For example, in studying physical features, such as volcanoes, or the lives of famous people. However, all the opportunities to encourage regular use of ICT are not used because of a lack of resources.
81. The provision in geography is enriched very effectively by the school drawing on pupils' first hand experiences of other countries, and pupils take great pleasure in talking about contrasts between life in England and in their countries of origin; this promotes pupils' personal development very well. In the lesson seen in the Year 6 class, which was very good, pupils worked enthusiastically on their journalistic reporting of a volcanic eruption, picking out the key events leading up to the eruption and reflecting on the human impact of such catastrophes. Teachers encourage pupils not just to learn new information but also to consider why it is important to study the subject and what can be learnt from it. For example, in geography, they consider how such knowledge can determine strategies for planning new towns and cities. Pupils are regularly and thoroughly assessed in both subjects, and this information is used well to monitor the curriculum and support pupils' good achievement.

## **Religious education**

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

## MAIN STRENGTHS AND WEAKNESSES

- Standards are well above those outlined in the locally agreed syllabus because teaching is very good.
- Teachers make very effective use of pupils' first hand experiences to support their teaching.
- The subject makes a very good contribution to pupils' personal development.
- The subject is led and managed well.

## COMMENTARY

82. At the end of Years 2 and 6, standards are well above the expectations of the locally agreed syllabus and pupils' overall achievement is very good. Pupils with special educational needs and those learning English as an additional language achieve as well as other pupils because they are supported very effectively. The co-ordination of the subject is good and overall improvement has been very good since the last inspection.
83. Teaching and learning are very good, overall, and, as a result, pupils learn very effectively. Planning is very thorough and well thought through to involve pupils of all abilities; where pupils with specific needs require help, this is readily provided by class teachers and quite often by pupils in the class. Visitors from different faiths enrich the curriculum, although there are few visits to places of worship. Links between religious education and other subjects are very good. There are meaningful links with geography and the topic on Kenya; reference materials, including ICT, are used for independent research, and links with literacy are very good. Pupils are encouraged to talk and write at length about their feelings and views of their own faith and that of others in the community in which they live. The school places very high emphasis on valuing differences between people and works hard to ensure pupils of all faiths feel they are equally valued in school. The curriculum encompasses a wide range of religious views, and pupils are encouraged to talk, if they wish, about their faiths and how their families pursue these in their daily lives. From such first hand experiences, pupils learn to respect each other's views and beliefs and begin to make decisions about their own values. For example, in a very good lesson in Year 6, pupils explored the teachings of Guru Nanak and what they could learn from them. In an excellent lesson in Year 2, as in many other lessons, the teacher's superb use of resources, questions and her wonderful gentle and calm manner gained the pupils' interest so much that they were all totally engrossed in the underpinning symbolism of the Christingle decoration. The conversations that followed reflected a very mature understanding well beyond the expectations of pupils of this age.
84. In most lessons, opportunities for pupils to assess their own progress and evaluate their learning are good, and this enables them to consider what they need to do to improve further or what else they want to learn about. Satisfactory assessment procedures are in place to record pupils' achievements, but these are being refined to identify pupils' key strengths and evaluate standards more accurately.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. No lessons were observed in physical education or music. Only one lesson was seen in design and technology and two lessons in art and design. Therefore, no overall judgement can be made about the quality of provision in any of these subjects and no judgement can be made about standards or achievement in music, physical education, or design and technology in Year 6 because of a lack of evidence. However, in all four subjects, teachers' planning was seen, assessment records scrutinised, discussions held with staff and pupils, and where it was available, pupils' work was seen, in order to inform this report.
86. In **art and design**, the standards pupils achieve by the end of Years 2 and 6 are those expected for their age, and achievement is satisfactory. This is broadly similar to those standards noted in the previous inspection. Pupils use a good range of media and there is a satisfactory development of skills as pupils move through the school. In the two lessons seen, pupils' observational skills were taught well. Pupils in Year 4 had thoroughly enjoyed making casts of their hands and feet and, in the lesson observed, were carefully considering skin tones and mixing colours to match their own to produce effective sculptures. In Year 6, pupils, having studied the bold designs of Andy Warhol, were learning well how to observe cans with care to provide a basic sketch to convert into a painting at a later stage. Teaching in these lessons was good because of the good modelling and demonstration provided by the teacher.
87. Standards and achievement in **design and technology** in Year 2 are good and similar to those of the last inspection. This is because teachers' planning and pupils' work shows that very careful attention is paid to all the stages of design and to the evaluation of the finished product. Pupils' very good literacy and numeracy skills support them well in this subject. In an outstanding lesson in Year 2, the emphasis on encouraging pupils to think about their design and explore ideas in a very open-ended way is quite outstanding. Pupils therefore had to think very hard and apply a wide range of skills and knowledge to solve the problem; their learning was exceptionally good.
88. No lessons were seen in **music** as a specialist teaches music at the end of the week to all classes. Planning was available and from this it is clear that throughout the school all elements of the curriculum are taught. Lesson content is closely linked to themes, such as music and songs related to the autumn festivals of light and fireworks; visiting musicians often enrich these themes. Many pupils have the benefit of receiving instrumental lessons through the LEA music service at the school and at the school. Planning for individual lessons is detailed and very effective. Music has a high profile in the school; there is a rich music display in the hall and a good range of musical instruments is available. However, space in the school is in short supply and, although good use is made of a corner of the hall for music, this encroaches on space in the hall and makes it cluttered.
89. No lessons were seen in **physical education**. Photographic evidence and planning indicate that the full range of skills is taught. Teachers provide opportunities for pupils to evaluate and comment on each other's performance. Pupils in Years 3, 4 and 5 have swimming lessons, and most achieve the required standards by the end of Year 5. Every opportunity is taken to extend pupils' skills through coaching and demonstration. For example, tennis coaches are provided by a local tennis club and gymnastic exhibitions are put on by a local school. After-school clubs and tournaments provide further good opportunities.

90. There is good provision in all subjects for teachers and pupils to assess achievement. For example, in music, pupils record what they have learned, and in design and technology, they undertake a task to show the skills they have acquired. The leadership and management of all these subjects are good. In most cases, the co-ordinator has been appointed recently. They are all experienced and enthusiastic and they provide a good role model for others. There are good plans for the development of these subjects. In most cases, resources are satisfactory, but they are good in music. However, the storage space for all of them is limited.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

### **Main strengths and weaknesses**

- The school places a high level of importance on pupils' personal development.
- The integration of PSHE into the life of the school is a significant strength.

### **Commentary**

91. One lesson was observed in a personal, social and health education lesson. No overall judgement can be made about overall provision, but at the end of Year 2 and 6, standards are well above those expected, and all pupils achieve exceptionally well. It is very evident that this area is regarded as a crucial part of the pupils' development; it is central to the school's excellent ethos. In the lesson observed, teaching and learning were good. Pupils are encouraged to express a range of feelings and give their own opinions.
92. PSHE is taught well through several subjects, especially as pupils often have opportunities to work either independently or collaboratively. Both science and physical education contribute to an understanding of a healthy lifestyle, and religious education enhances awareness of social values. The extensive provision also includes consideration of sex and relationships, drugs and anti-racism. PSHE and its many sensitive elements are often taught as a subject through 'circle time', where pupils have the opportunity to discuss matters of interest to them. Pupils have the chance to be on the school council, which gives them the opportunity to work with children of different ages. Others have monitor jobs around the school. Pupils in all classes are involved in producing the school rules. This has enabled them to develop a sense of moral responsibility for their own behaviour and to consider the consequences of their actions. The curriculum is well managed by the member of staff responsible for this subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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