

# INSPECTION REPORT

## **BEARWOOD PRIMARY SCHOOL**

Sindlesham

LEA area: Wokingham

Unique reference number: 109836

Headteacher: Ms Jane Newman

Lead inspector: Jo Cheadle

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> October 2004

Inspection number: 266386

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 years  
Gender of pupils: Mixed  
Number on roll: 234

School address: Bearwood Primary  
Bearwood Road  
Sindlesham  
Wokingham  
Postcode: RG41 5BB

Telephone number: 0118 978 4628  
Fax number: 0118 979 5003

Appropriate authority: The governing body  
Name of chair of governors: Mrs Judith Wlikins  
Date of previous inspection: October 2002

## CHARACTERISTICS OF THE SCHOOL

Bearwood Primary School is an average sized school, with 234 boys and girls between the ages of 3 and 11, including 37 children in the nursery class, attending part-time in morning and afternoon sessions. The school serves the families of the direct locality, where home backgrounds, experiences and social and economic status are very mixed, including children from Traveller heritage. Around 25 per cent of the pupils are eligible for free school meals. Most pupils (around 85 per cent) are from white British backgrounds. The next largest ethnic groups are those children from other white backgrounds (3.2 per cent) and those from Pakistani backgrounds (2.7 per cent). The children of mixed white and Caribbean families and other mixed backgrounds are represented equally at 1.6 per cent. A further 1.1 per cent of children come from Indian backgrounds. Currently, 23.3 per cent of the pupils are supported for a range of learning and behavioural needs, which is higher than the national average. At 2.2 per cent, the proportion of pupils with a statement to support their special educational needs is also higher than the national average. Standards on entry to the school are generally below the levels expected. The school is involved with the Primary Leadership Development Strategy Programme to support developments, and received a Healthy Schools award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Bearwood is an improving school whose current effectiveness is satisfactory.** The school has a growing number of strengths and a very clear focus on enabling all pupils to do as well as they can. As a result of recent improvements, the quality of teaching and learning is now good, and this is enabling the pupils to achieve well and reach standards that are in line with those expected by the end of Years 2 and 6. Pupils' progress has been weaker in the past. The school is effectively led and suitably managed so that strengths are maintained and areas for development are successfully tackled. Governance of the school is effective. Finances are wisely used to ensure that pupils' needs are met. The school provides satisfactory value for the funds it receives.

The school's main strengths and weaknesses are

- The headteacher has a very clear vision of what she wants the school to be like and works in close partnership with staff and governors to raise standards
- Good provision in the nursery and reception classes ensures that children make a positive start to their education
- Pupils achieve well in English
- Some pupils do not do as well as they should in mathematics
- Information about how well pupils are doing is not always used effectively enough to plan for future learning
- The school provides well for pupils' social and personal development; pupils are enthusiastic, confident, polite and respectful and have very positive attitudes to their work

The school was last inspected in October 2002. **Overall, good progress has been made since then** and notable progress in the most recent past. The school has dealt well with the issues raised at the previous inspection. Standards in English and information and communication technology (ICT) are now in line with expected levels, pupils arrive on time to school and the majority have good attendance, and subject co-ordinators have clear roles and responsibilities. Useful systems have been established to measure how well pupils are doing, but this information is still not used well enough to plan the next steps in pupils' learning. Teaching is now of a good standard overall, and pupils' behaviour is well managed. The accommodation has improved, which has had a significant impact on how parents and pupils view the school. The school presents itself in a well-organised and professional manner.

### STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achieve well.** When they join the nursery, children's skills and knowledge are generally below those expected. They achieve well and most are on track to meet the goals expected for their physical, creative and personal and social development by the end of the reception year. Many, but not all, will reach the goals in mathematical understanding. In language, the most able children will meet or exceed the expected goals, but overall levels in this aspect of learning are lower than would be expected. While pupils achieve well overall through Years 1 and 2, standards in English are generally below the expected levels by the end of Year 2, even though pupils develop good basic

skills, which prepare them well for future learning. Standards in mathematics and science are in line with expected levels. Achievement through Years 3 to 6 is satisfactory overall. Pupils do well in English and, by the end of Year 6, reach standards that are in line with expected levels. This is because good support enables the majority of pupils with lower starting levels and those with special educational needs to reach the expected standards. The highest attaining pupils reach levels that are above expectations. Those with special educational needs and those who speak English as an additional language achieve well to reach the expected levels. In mathematics, standards vary, but are lower than expected levels in the current Year 6. This is because some pupils did not make enough progress in the past, and because some pupils joined the school with low starting levels in the junior year groups. In science, standards meet expectations. In national tests over the past few years, Year 6 results have been lower than national averages because too few pupils gained the levels they should have done. Improvements to teaching and learning are having a marked impact on achievement and this is shown in the results for the 2004 tests. Pupils throughout the school sing very well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are fostered well.** As a result, pupils are generally well behaved and enjoy activities in school. Relationships between pupils and with adults are very good. In lessons, pupils are usually very keen to be involved and they try their best with their work; a few pupils do not behave well enough, which can affect their progress and that of others. The school provides lots of opportunities that develop pupils' social skills and there is a strong emphasis on learning about right and wrong. Attendance is below average.

#### **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education for its pupils.** The curriculum effectively develops pupils' basic skills in literacy, and provides a satisfactory range of experiences with good opportunities for extra-curricular activities. The curriculum for children in the nursery and reception classes is well planned. **Teaching is now good** and has some very positive features that encourage good learning in lessons. Lessons are well planned and teachers use very clear explanations so that pupils quickly understand and are able to get on with their work. Teaching assistants work effectively to support pupils. In particular, they encourage those with lower levels of attainment or specific learning difficulties to make good progress and build self-esteem. Teachers make very good use of the adult support available to them. Good provision is made for pupils with special educational needs. There are suitable ways of gathering and recording information about pupils' progress. However, the information is not used in a consistently effective way to plan for pupils' learning. Pupils work in a bright, attractive and well-maintained building, and in the areas where recent improvements have been made, there has been a marked impact on pupils' learning. Good attention is given to pupils' general health and safety. Pupils are well cared for and good links with parents support their learning.

#### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher leads the school well. Her high aspirations for pupils' happiness and academic achievement are very clear. Teamwork at the school is successful, which is ensuring that plans for improvement are being seen through effectively. Key staff are becoming increasingly effective in their work. They know the aspects of pupils' achievement that need to improve and are finding ways to manage change effectively. Planned, long-term developments are appropriate and well organised. Management of the school is currently satisfactory, as the school is still working to implement necessary change in the best way. Working within a tight budget, finances are well planned and used wisely. Governors are supportive, know the strengths and weaknesses of the school well, and are effectively involved in helping the school to improve. Overall governance is good.



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

The great majority of parents are happy with the school and feel confident that their children are doing well. While few parents responded to the pre-inspection questionnaire, comments made were by and large positive. In meetings with parents, they commented on the openness of the school's relationships with them. Pupils enjoy school, are happy in the friendly atmosphere and think that lessons are good fun. They speak very positively about their teachers and all staff who help them with their work.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Make better use of the good information gathered about how well children are doing to plan for teaching and learning
- Improve pupils' achievement in mathematics

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils join the nursery with lower than the expected levels of attainment overall. Pupils' achievements are good. Improvements since the last inspection have ensured that standards in Year 6 now meet expected levels, despite gaps in their progress in the past. Pupils with special educational needs and those who speak English as an additional language achieve well as a result of well-organised support that meets their needs. There are no significant variations in the achievements of boys and girls.

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

- Children make good progress in the nursery and reception classes
- Pupils do well in English
- In Years 3 to 6, some pupils do not achieve well enough in mathematics
- Older pupils do not reach the standards expected in all aspects of ICT
- Pupils' past achievements have not always been good enough and this has affected current standards in Years 4 to 6

#### **Commentary**

1. In the nursery and reception classes, children make a good start to their education. Skills and knowledge vary greatly when children start school, but good teaching provides well for individual needs so that all children make good progress in many aspects of their learning. However, because literacy skills are usually the weakest area of children's work on entry to school, many do not meet the goals for learning in this aspect by the end of the reception year. Low starting levels in English continue to impact on standards throughout Years 1 and 2. While pupils make good progress in this subject, there is insufficient time for all pupils to catch up enough to reach the expected levels by the end of Year 2. The good provision for English, a clear focus on basic skills and the attention to pupils' individual needs ensure that pupils do catch up by the end of Year 6 and standards are in line with expected levels by this time. Standards are generally in line with expected levels in all other subjects by the end of Year 2. In the current Year 6, standards in mathematics are lower than would be expected. In mathematics, achievement in the past has been hindered by inconsistencies in the quality of teaching. The school is very aware of this issue and pupils are now being effectively supported to do as well as they can. In addition, this group of pupils has not had the benefit of the school's improved ICT provision for long enough to ensure that standards are as they should be in all aspects of the subject. The use of control technology is not as well developed as other aspects of the subject.
2. Since the last inspection, there has been a clear focus on improving standards in English and mathematics. Pupils now achieve well in English and reach the expected levels. The school has also concentrated on developing the provision for ICT. In each of these areas, there has been good improvement. However, changes to teaching staff and past inconsistencies in the quality of teaching have impacted on pupils' achievement. This is clearly seen in mathematics, where pupils have not built solid enough foundations in number work and problem solving and, therefore, find work that is appropriate to their age difficult to tackle. Pupils' achievement in Years 3 to 6 has definitely been affected by the historical weaknesses in the school's provision. This is shown by past national test results, which have often been below or well below the national average. The school now has satisfactory methods for gathering information about how well pupils are doing and can identify where there are gaps in achievement. There are effective support programmes and

good quality teaching to ensure that the groundwork is covered to allow pupils to make good progress. As a consequence, test results are improving and the 2004 results showed a higher proportion of pupils reaching expected levels. The school is now working well to support and encourage better achievements for all pupils in the future.

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

Standards in:	School results	National results
reading	15.5 (15.1)	15.7 (15.8)
writing	13.8 (13.1)	14.6 (14.4)
mathematics	15.8 (16.4)	16.3 (16.5)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	27.0 (26.6)	26.8 (27.0)
mathematics	25.5 (24.9)	26.8 (26.7)
science	27.9 (26.4)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils enjoy coming to school and have very good attitudes to all aspects of school life. Behaviour is good and has improved since the previous inspection. Attendance is below average but has improved since the previous inspection. Punctuality is satisfactory. The school helps pupils grow in confidence and maturity by making satisfactory provision for their personal, including spiritual, moral, social and cultural, development.

### **Main strengths and weaknesses**

- Pupils enjoy learning and are very enthusiastic about all school activities
- Pupils behave well because they know the standards the school expects
- Relationships between adults and pupils are very good and good between pupils themselves
- Pupils do not have enough opportunities to explore other cultural traditions
- Attendance is below average, despite the school's best endeavours

### **Commentary**

3. The very good attitudes pupils show in all their activities have been instrumental in improving the quality of their learning since the previous inspection. From the nursery, pupils, including those with special educational needs and who speak English as an additional language, take a keen interest in their lessons, answer questions eagerly and are prepared to work hard. For example, Year 1 pupils were very excited about examining shiny and dull items with torches in a darkened room and talking about what they found. In a singing assembly, all pupils sang a range of songs with real enthusiasm. Pupils enjoy taking part in the wide range of extra-curricular activities offered by the school.
4. Pupils behave well in lessons, assemblies and in the playground because they know the standards of behaviour expected of them. Parents agree that behaviour has improved since the previous inspection. Teachers apply the school's behaviour policy consistently and involve pupils in drawing up class rules. Recognising that table manners needed development, teachers eat lunch with pupils, reinforcing mealtime conventions. A few pupils have challenging behaviour and are well supported by teachers and learning support assistants so that any misbehaviour does not disrupt learning for other children. Incidents of bullying which do occur are dealt with promptly. There was one, fixed-term exclusion

last year that was addressed in accordance with the school's procedures. No racist incidents have been recorded.

5. The atmosphere within the school is calm and purposeful. This is because relationships between the members of the school community are good, particularly those between adults and pupils, and because pupils know what is expected of them and are enjoying their work. Adults are caring towards pupils and listen to them. Pupils respond with warmth and respect. Pupils generally get on well together, including between year groups. Initiatives such as the 'Bearwood Buddies', where older pupils support younger ones in the playground, reinforce these relationships. The school recognises that pupils need more opportunities for responsibility and recently introduced house captains and a playground 'buddy' system. Class councils and a school council are planned. Although pupils in the nursery and reception classes are encouraged to be independent by choosing activities, pupils in Years 1 to 6 have more limited opportunities to work independently. Pupils also do not have enough opportunities to explore and understand both the multicultural nature of British society and other non-Western cultures. At present, the school does not have enough multicultural books, artefacts and other resources to meet pupils' needs. Neither does it draw widely enough on the cultural diversity represented within the local community by inviting visitors to school or arranging visits.
6. Provision for pupils' personal development is good. Positive features include the school's extensive programme of extra-curricular clubs that helps pupils develop self-esteem and team working skills. For example, the choir is regularly invited to take part in local community events and students from a local secondary school run sports' activities for Bearwood pupils during the summer term. Pupils' moral development is generally good; the large majority understand the difference between right and wrong in relation to their own behaviour, but they are less secure in discussing wider moral issues. Spiritual development is satisfactory.
7. Attendance is below average, but has improved since the previous inspection. The large majority of pupils attend school regularly and promptly. Procedures for recording and monitoring absence are rigorous and the education welfare service is involved where necessary. New initiatives have been successfully introduced to reward good attendance. Nevertheless, a few families do not share the school's expectations and the attendance of their children is unsatisfactory. As a result, many of these children are not achieving the standards expected for their age.

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

Authorised absence		Unauthorised absence	
School data	7.1	School data	0.7
National data	5.4	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education for its pupils. Teaching and learning have improved recently and are good. The satisfactory curriculum is relevant to pupils' needs and is well enhanced by extra-curricular activities. The school's accommodation has improved since the last inspection and appropriately meets the needs of the curriculum. There is a satisfactory range of resources. Good links with parents, and satisfactory links with other schools and the local community support pupils' learning. Pupils are well cared for.

## **Teaching and learning**

Pupils learn well because teaching is now good and has some very strong qualities. Satisfactory methods are used to gather information about how well pupils are doing, but information gained from assessments is not always used effectively to plan for future learning.

### **Main strengths and weaknesses**

- Teachers introduce new learning effectively and explain very clearly, so that pupils understand quickly and know what is expected of them; this means pupils settle quickly to work and make good gains in their learning
- Pupils learn well because they are motivated by interesting and well-organised lessons, clearly understand teachers' expectations about behaviour and enjoy very positive relationships with their teachers
- Teaching assistants are used very effectively to support pupils' learning
- Teachers do not always make good use of assessment information to plan new work

## Commentary

8. Following a period of instability, the school now has a settled teaching staff, all of whom have the necessary skills and ability to help pupils learn effectively. This is a significant improvement on the findings of the last inspection. Teachers have very good relationships with their pupils and there is a clear understanding of the best ways to encourage good learning. One very positive aspect of teaching is the precision with which teachers introduce lessons and explain new learning, so that pupils understand quickly. Teachers use appropriate vocabulary to ensure good understanding, but challenge pupils to make use of new vocabulary specific to the topic, thereby extending their learning. Introductions are clear, interesting and short enough to maintain pupils' concentration. For this reason, when pupils move to their group or independent tasks, they do so knowing what is expected of them and feeling motivated to work. This encourages good learning.

### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	12	8	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

9. Teaching assistants provide very effective support for pupils, which ensures good learning for all. They are very well deployed, understand their purpose within the classroom and work very effectively alongside teachers to support groups and individuals. Pupils know who their support person is, respect them as they do the teaching staff, and work in confident and productive relationships with them. In many lessons, the presence of the teaching assistant ensured that lower attaining or less confident pupils made an equal number of contributions to the lesson as other pupils. This boosted their confidence and helped them to learn well. In the nursery and reception classes and in Years 1 and 2, the teaching assistants work in very close partnership with the teachers, always ready to work independently with a single age group to ensure that the early learning of basic skills is consolidated well. Teaching assistants are loyal to the school and carry out their roles with a clear focus on pupils' learning.
10. Lessons are well planned and organised and teachers think carefully about how to present a topic so that pupils are interested in their work. Teachers make sure they know their subject well, so that expositions and explanations are clear and easy for pupils to follow. In the majority of lessons, resources are well chosen, not only to aid the understanding of new concepts in a practical way, but also to keep levels of interest and motivation high. As a result, pupils concentrate well and keep on task for good lengths of time and this enables them to learn well. Expectations about good behaviour and the consequences of not behaving well are made very clear and are well understood. Therefore, lessons run smoothly and pupils work in a calm and orderly atmosphere that supports their learning.
11. Teachers know their pupils well and have a good general understanding of their skills and abilities. They know when and why pupils may have an "off day" and respond to this wisely. Teachers use the school's procedures to collect and collate information about the levels pupils reach in their work. However, as yet there is inconsistency in how this information is used to support pupils' learning in future lessons. In general, the tracking of pupils' progress is in its early stages. The school recognises that the pace of pupils' progress must be checked regularly to guide teachers in implementing the right strategies to use with pupils who do not progress as well as they should.



## **The curriculum**

The school's curriculum is satisfactory. A good range of enrichment activities extends pupils' learning beyond the classroom. The quality of the accommodation and the learning environment are satisfactory. Resources are satisfactory. All statutory requirements are met.

## **Main strengths and weaknesses**

- The curriculum for children in the nursery and reception classes is good
- The literacy curriculum is well adapted to meet pupils' needs
- There has been too little innovation in the curriculum
- Visitors and extra-curricular activities effectively enrich the curriculum
- There is good provision for pupils who have special educational needs and for those learning English as an additional language helps them to achieve well

## **Commentary**

12. The quality of the curriculum has improved since the last inspection and it now meets statutory requirements in all aspects. The curriculum for the nursery and reception children is broad, balanced and imaginative which encourages them to make good progress and develop the skills necessary to move to Year 1. Some good cross-curricular links are identified within the curriculum, such as in design and technology and art. This makes learning meaningful for the pupils in these subjects and enables a range of skills to be taught in one lesson. This is not the case in all subjects, and so some opportunities to link learning are missed. Since the last inspection, the school has concentrated on improving the provision for English and ICT in particular, and there has been too little time to develop other subjects and the links between subjects. Plans to do so in the future are clearly documented in the school's development plan. The focus on English has brought about positive results, as the curriculum is now well matched to pupils' interests and abilities, which ensures they achieve well. The school is committed to ensuring that all pupils do as well as they can and pupils with special needs are provided with good individual education plans and targets.
13. A good range of extra-curricular activities includes a variety of sports' clubs, an environmental club, and clubs for art, music and 'Imagineering' (an engineering club) where pupils have designed and built gliders and compasses. There are plans to extend provision to include a French club. Opportunities are open to all children. The school is well supported by visitors, including storytellers, musicians, puppet groups, and artists. In addition, pupils in Year 6 attend a residential course which, as well as contributing to the curriculum, fosters pupils' independence and social skills very well. The overall provision for pupils' personal and social development is good.
14. The accommodation is satisfactory overall, and the large size of classrooms is positive feature. The dedicated room for music and the ICT suite enable these subjects to be taught without interrupting the learning of other pupils in the school. Displays around the school are lively and celebrate pupils' learning across a range of subjects. The school is aware that the accommodation for the nursery and reception classes will need to be reviewed as numbers increase. The building is well cared for by the caretaker and cleaning staff and the pupils respect this. Areas have been modified to provide access for the disabled. A mix of experienced and recently-qualified teachers are well deployed to make full use of their strengths. Pupils are very well supported and motivated by skilled teaching assistants. Resources are satisfactory in most subjects, but there are not enough artefacts to support learning in religious education.

## **Care, guidance and support**

The school makes good provision for the care and welfare of pupils so that they feel secure and confident at school. The quality of academic and personal support and guidance is satisfactory. Arrangements for seeking pupils' views and involving pupils in the work of the school are satisfactory.

### **Main strengths and weaknesses**

- Care for pupils is built on the foundation of very good relationships
- The school provides a safe environment in which to work and learn
- Induction arrangements for pupils in the Foundation Stage are good
- Assessment information is not yet used well enough to provide targeted support for pupils' academic or personal development
- There are, as yet, no formal means of incorporating pupils' views into the life of the school

## **Commentary**

15. The very good relationships between adults and pupils underpin the good care which pupils receive. Teachers and teaching assistants know their pupils well and are sensitive and responsive to pupils' needs and circumstances, including those with special educational needs or who speak English as an additional language. Outside agencies are involved where necessary. For example, a team worked last year with a group of pupils to improve their attendance and self-esteem. Parents confirm that their children receive good care.
16. The school gives careful attention to health, safety and security issues and risk assessments, and both the governing body and site manager play a full part. Procedures to meet pupils' medical and first aid needs, and for accident recording, are all in place. The school has recently been given a 'Healthy Schools' award. Child protection procedures are now established, a programme of staff training has been introduced and staff have a high level of awareness of potential child protection issues. This represents good improvement since the previous inspection when child protection procedures were unsatisfactory.
17. Good induction arrangements into the nursery and reception classes help the youngest children to settle quickly into school. Nursery staff carry out home visits to meet children and their parents before they start. Nursery children work with reception children in the term before they transfer, as well as making two visits to the reception class.
18. Although assessment procedures are now in place, the information gained is not yet used rigorously enough to set academic targets for groups or individual, so that pupils have a good understanding of the goals that are set for them. Similarly, teachers know their pupils well but do not yet use assessment information systematically to plan opportunities for their personal development. Careful attention is given where there are academic concerns about a pupil. Teachers collect information as a basis for determining appropriate support and, if necessary, to prepare personal development targets in individual education plans. Teachers are sensitive to events at home which may affect a pupil's response in school.
19. Responses to the pupil questionnaire show that pupils are happy at school and like their teachers. The school does not at present have any formal means of seeking pupils' views, but adults listen and respond to what pupils have to say informally. Class councils and a school council are planned. Pupils are not yet sufficiently involved in setting targets for their own learning or in evaluating their own work. The school recognises that this is an area for development.

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

The school has good links with parents, which support pupils' learning well. There are satisfactory links with the local community, which promote pupils' academic and personal development. The school has satisfactory links with local primary and secondary schools.

## **Main strengths and weaknesses**

- Parents are supportive of the school and levels of satisfaction have increased since the previous inspection
- It has proved difficult for the school to involve some parents in their children's learning
- The school provides parents with good information
- Links with the community support pupils' personal development

## **Commentary**

20. Few parents responded to the questionnaire or attended the parents' meeting. However, inspectors spoke widely to parents at the school, including a meeting with an invited group.

Parents said consistently that they are satisfied with the progress their children are making. and find the staff approachable and responsive to concerns. They said that behaviour has improved since the previous inspection. Several new parents are delighted with the school's ethos and the teaching and support provided for their children, including those with special educational needs. Since the last inspection, the school has worked hard, and been successful, in regaining the confidence of parents. The 'open door' policy, more opportunities for parents to come into school and the school's action in addressing parental concerns have resulted in a much-improved partnership. Some parents regularly help in school and there is an active parent teacher association. However, the school struggles to engage some parents in their children's learning and in the life of the school, despite its best efforts. A minority of parents do not share the school's expectations of attendance, behaviour and the value of education. They do not always support their children's learning at home or attend parents' evenings to discuss their children's progress. There are, at present, no extended educational and support programmes for families, although the school has joined a local consortium of schools which plans to employ a family support worker and is investigating becoming part of a Homestart project.

21. The school's information for parents makes a good contribution to the quality of the partnership. The nursery and school prospectus are thorough and helpful. The school also has a good website which is regularly updated. General information is very well presented and parents appreciate the regular written contact they have with the school. Reports vary in quality, but are satisfactory overall. The best give clear information about what pupils know and can do, and indicate the next steps in learning. Some are less clear about the standards pupils have reached. Parents said that they generally found reports helpful and recognised their own children in them.
22. The school's links with the local community are important, since pupils make relatively few external visits. Clergy from local churches take assemblies, and members of the community, including police, nurses and older residents, talk about their roles and experiences. Links with a nearby secondary school give pupils access to theatre and summer sports' activities, the latter run by the school's students. A local employer runs the weekly 'Imagineering Club' in which pupils work on construction projects.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads the school well, effectively supported by key members of staff. Governance of the school is good. Management is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision and high aspirations for the school, which have encouraged good improvement since the last inspection
- Induction procedures are successful in settling in new staff and making them part of the team
- Governors carry out their roles effectively and support the school well
- The provision in the nursery and reception classes is well led and ensures children make a good start to their education
- Data regarding pupils' progress is suitably collated, but the information is not always used as effectively as it could be to raise standards
- Many co-ordinators are new to their roles and need time to establish good management systems

## Commentary

23. The headteacher provides strong leadership and a clear vision for the school. This vision is very well based on ensuring that pupils of all backgrounds and abilities do as well as they can. Since the last inspection, there have been various hurdles to overcome, not least weaknesses in the quality of teaching, which have hindered progress towards the realisation of this vision. However, the school now has a stable team of capable staff and a shared commitment to improve. The deputy head teacher ably supports the school's developments and is a good role model for the expected quality of teaching. Procedures for settling in new staff have been successful and staff are working well as a team. Newly qualified teachers have an experienced colleague as a mentor and other staff new to the school have a 'buddy' to help them settle quickly. This is an effective way of ensuring that general school procedures are quickly established. As a consequence, and especially in the most recent past, improvements since the last inspection have been good. The school has a good ethos emerging from the very good relationships between adults and children and the very good attitudes pupils bring to their learning.
24. The governing body has a positive influence on the work of the school and provides the necessary challenge and support to ensure improvement. Governors have a good mix of knowledge, past experience and genuine commitment to support current and planned developments. Decisions are made based on a good understanding of the school's strengths and weaknesses and clear priorities for development. Finances are well managed and help the school achieve its educational priorities. The governors are prepared to take difficult decisions. For example, in the current financial year, decisions have been made that will take the school into a deficit budget. The governors have negotiated a schedule for clearing this overspend, while at the same time implementing the priority developments for improvement. This has enabled the present level of staffing and single class organisation to be maintained.

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

Income and expenditure (£)		Balances (£)	
Total income	581,002	Balance from previous year	13,825
Total expenditure	570,393	Balance carried forward to the next	10,609
Expenditure per pupil	2,569		

25. Management roles are appropriately shared between staff. Experienced teachers provide good leadership and management in their areas, but with so many new staff, changes have been made and some aspects, such as monitoring, are not yet fully in place. The leadership of the Foundation Stage provides a strong sense of direction and an ability to innovate. Management of this provision is systematic, with good communication, and this results in teachers and support staff working as an effective team. In English, ICT, art and music, good leadership is clearly focused on maintaining strengths as well as tackling areas for improvement, and this is very important for the school's future. Management is satisfactory overall because there are, as yet, inconsistencies in the procedures used. More time is needed to ensure that new staff are well settled and, moreover, they need opportunities to evaluate the impact of work already carried out. The school bursar and administrative assistant work effectively, which ensures the smooth day-to-day running of the school and enables teachers to get on with their main task. They both provide good support for the headteacher and governors.
26. The school collects considerable information from a range of tests and assessments but the results are not used accurately enough to monitor pupils' attainment closely and track their

progress. This is evident in the fact that, in some subjects, pupils do not make the expected gains as they go through the school. Targets set are not always sufficiently challenging to move pupils up to the next level.

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

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

27. A significant proportion of children begin nursery with low attainment, many with restricted communication skills and low levels of personal development. As a result, overall attainment is below that expected for children's ages. Children achieve well in the Foundation Stage (nursery and reception classes) and many are on track to meet the early learning goals expected by the end of the reception year. However, a significant number will not reach them all, owing to their weak communication and language skills. Teaching is good overall. The children are eager to learn and relate well to each other and adults. Staff check individual progress carefully and plan according to each child's needs. There are good learning opportunities for children with special educational needs. The quality, range and number of resources to support the indoor and outdoor learning are good. Overall the children are well prepared for their move into Year 1. Strengths from the previous inspection have been maintained and improvements have been satisfactory.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is good.

##### **Main strengths**

- Adults are good role models
- Children behave well

##### **Commentary**

28. Many children enter the Foundation Stage with limited personal and social skills and low levels of confidence. They achieve well in this aspect of learning. The good routines and structures build confidence and self-esteem. Good induction procedures, useful home visits, a clear emphasis on children's welfare and the welcoming atmosphere ensure that children and parents settle in quickly. Sensitive support from adults ensures that all children adapt to new routines and expectations. Teaching is effective because work is planned so that children can be confident and successful. Good teaching by all adults develops the children's ability to make new friends and become independent in personal care. Staff have a warm, friendly approach and very good relationships are established, ensuring pupils feel safe and secure. Good manners are constantly modelled, with children being encouraged to say please and thank you.

#### **Communication, language and literacy**

Provision in communication, language and literacy is good.

##### **Main strengths**

- Good opportunities for developing speaking and listening skills support all aspects of learning
- Support staff support learning effectively
- Stories are told in an interesting and enjoyable manner

##### **Commentary**

29. Children start nursery with a range of communication and listening skills. Many children do not speak clearly or in full sentences. Children achieve well in this aspect of learning and some are on track to reach the early learning goals, but around two thirds are likely to be below the expected level by the time they enter Year 1. Children make good progress because all staff have a good knowledge of how young children learn. Staff speak clearly,



reinforcing the same vocabulary in a variety of ways, and they encourage children to have a go. The introduction of a 'visual timetable', to enable children to plan their session and then communicate it to an adult, is having a positive impact on the children's communication skills. For those children with specific difficulties the school has established good relationships with outside agencies and these ensure that support is specific to individuals. Good teaching enables children to make good connections between speaking, listening and reading. Good story telling involves all the children so that they enjoy and develop their language skills. They joined in enthusiastically with the repeated text in the story of 'The Gingerbread Man'. Children make good progress in learning letter sounds and in early writing skills.

### **Mathematical development**

Provision in mathematical development is good.

### **Main strength and weakness**

- Numbers are continually and effectively reinforced through everyday activities
- Children are not always confident and accurate in their use of mathematical language

### **Commentary**

30. When they join the nursery, many children do not recognise some numbers and they have a limited understanding of mathematical concepts. They achieve well so that, by the time they move on to Year 1, many, but not all, are likely to reach the goals for learning in this aspect. Good teaching enables children to learn through activities that are varied, challenging, good fun and reinforced through many other aspects of work. Children are encouraged to recognise and use numbers in their work and play. All staff make good use of incidental opportunities for counting and number recognition to reinforce the systematic teaching of basic skills. A planned teaching activity has been developed for the most able children for oral addition and subtraction calculations. Quality intervention by adults as children play extends learning considerably. Staff use good questioning that develops the children's understanding of the relevance of number to their everyday lives.

### **Physical development**

Provision in physical development is good.

### **Main strengths**

- Skills are taught well
- Children have good access to a variety of resources both inside and outside

### **Commentary**

31. Children's attainment when they start nursery is generally as would be expected. Children achieve well to reach the goals expected by the end of the reception year. Some children are likely to exceed these goals. Skills and techniques are taught well in outdoor and indoor lessons. This enables children to increase their ability to climb, travel along and balance on a range of apparatus. All the children develop a good level of awareness of how to use large spaces as they move. The outside play area sets children challenges to develop their physical skills in a safe environment. They can safely take risks, balance along a moving bridge, climb, slide and swing. A variety of wheeled toys is used to link to topics, such as road safety. Staff plan for the development of specific skills, such as eye/hand co-ordination, pencil control, cutting and manipulating materials. Children's individual needs are catered for through appropriate support from staff.

32. Provision in knowledge and understanding of the world and creative development have not been judged as not all aspects of these areas of learning were seen during the inspection. Teachers' planning shows development of creative skills and knowledge of the world through a wide range of activities and good links between areas of learning. There is an appropriate balance between adult-directed and child-initiated activities. Children are given opportunities to explore and experiment with a wide range of materials. They use their senses to explore and are encouraged to make connections and notice changes, such as when different colours are combined or when cooking gingerbread men. Opportunities to plant seeds and find out about plants and the natural world are developed in the outside area. Children develop their imaginations through listening to well-told stories and interacting with each other in exciting role play areas such as 'The Yellow Submarine' and 'The Paint shop'. They have access to a good range of equipment to paint and draw their experiences. They use interesting materials to make collage linked to stories like 'The Bear Hunt'. Children use computers for a variety of purposes including creating pictures and sequencing stories. They have good access to both classroom computers and the school's computer suite.

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

### **ENGLISH**

Provision in English is good.

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

- Basic skills are well taught
- Pupils achieve well
- Teaching and learning are good
- Pupils' speaking skills are weaker than other aspects of their work

#### **Commentary**

33. Pupils achieve well in English to reach standards that in line with expected levels at the end of Year 6. Since the last inspection, there has been good improvement to the overall provision, pupils' achievement and the standards they attain. When pupils start Year 1, standards are generally below the expected levels. Basic skills are well reinforced through Years 1 and 2 and pupils have a solid foundation for work in Years 3 to 6. Although many children do not reach the expected levels at the end of Year 2, they have learnt well and use their growing skills confidently. As a result, achievement through Years 3 to 6 is good and expected levels are reached. Standards in reading and writing are in line with expected levels. Pupils' spoken language, however, is not as good as it should be. Pupils make many grammatical errors and mispronounce words. Even when it is obvious that they have clearly understood what they are learning, they find it difficult to explain what they are doing in well-structured sentences and need encouragement to use new words.
34. Teaching and learning are good and there are very positive aspects that encourage very good progress in many lessons. Teachers plan effectively, taking into consideration their good knowledge of pupils' existing attainment and the learning styles of individuals. In the majority of lessons seen, teachers paid good attention to pupils' spoken language, correcting grammar and encouraging the use of a wider range of vocabulary. By doing this, they also enabled pupils to improve their writing, because the pupils were led to construct orally a complete sentence with interesting words, and then felt able to write it down. Lessons are good fun and pupils are confident to contribute. There is no shame in making a mistake because teachers turn mistakes into opportunities for all pupils to learn. As a result, pupils build their confidence and self-esteem. Teachers work hard to keep motivation high and think carefully about how to improve their teaching. During feedback to teachers on the inspection, they were very clear about how lessons could have been improved and which groups of pupils made the best progress and why.
35. Leadership is good and the provision is satisfactorily managed to ensure that pupils' achievement is consistent throughout the school. While under relatively new co-ordination, there is good awareness of where improvements need to be made and has a clear plan for developments. Although the levels that pupils' reach are accurately assessed and recorded, tracking the progress of pupils from year to year has not been completed rigorously enough in the past and there has been little detailed analysis of the performance of groups and individuals. As a result, the school has not highlighted specific gaps in learning, so that standards can be raised.

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

36. While currently satisfactory, this is an area the school has identified for further development. Since the last inspection, the school has concentrated on raising standards in specific subjects, leaving limited time to develop the links between subjects that will ensure

good standards across the board, including the development of literacy skills through other subjects. Currently, the best practice is in lessons where social and personal skills are developed alongside literacy skills. In such lessons, pupils gain confidence and feel comfortable to try out their new language with partners or as part of a group. This encourages good learning.

## **MATHEMATICS**

Provision in mathematics is satisfactory.

### **Main strengths and weaknesses**

- Pupils in Years 1 and 2 achieve well
- In the past, pupils' achievement in Years 3 to 6 has not been good enough
- Pupils have good attitudes and enjoy the subject
- Information from the school's assessment data has not been well used to move pupils on

### **Commentary**

37. Standards in mathematics are in line with expected levels by the end of Year 2, but below expected levels by the end of Year 6. While pupils are now making good progress throughout the school, past weaknesses in teaching and learning have had an impact on the standards reached by the oldest pupils. This is borne out by results in the most recent national tests (2004). All pupils in Year 2 reached the expected level and some exceeded it. A significant proportion of pupils in Year 6, however, did not reach the expected level and, therefore, the school's results look likely to be well below the national average (unvalidated as yet). In the current Year 6, effective teaching is enabling pupils to make good progress, but it is hard to cover lost ground in a short space of time. However, basic skills are being well reinforced and pupils are gaining the skills and knowledge they need to do well in the future. As an area of priority focus since the last inspection, there has been satisfactory improvement. The school is aware of the developments that need to take place to ensure that all pupils do as well as they can.
38. Teaching in mathematics has improved since the last inspection. In lessons seen, teaching and learning were good. Teachers plan their lessons well and have high expectations of behaviour. Pupils respond well, enjoy the lessons and are keen to learn. They behave well, are attentive to the teacher and concentrate on their work. They feel the level of work is just right and it makes them think. Those experiencing difficulties are well supported by skilled teaching assistants. These features were particularly evident in a successful Year 6 lesson on probability, where the work was challenging, but pupils tried really hard to understand and use the associated language. In all lessons, teachers explain clearly and so pupils understand new concepts and what they are expected to do. Teachers are using ICT more both in class and in the computer suite to support pupils' learning.
39. Leadership and management of the subject are satisfactory. In the past, weaknesses have not been clearly identified and this has made it hard for the school to raise standards. The school has sought help from outside consultants to tackle the underachievement in Years 3-6. Assessment information is now available to show the standards pupils have reached. It is, however, not used rigorously enough to determine what individual pupils need to do to make progress to the next level. This was also a finding of the previous inspection and the school is now beginning to address the issue.

### **Mathematics across the curriculum**

40. There are satisfactory opportunities to use mathematics in other subjects, including data collection and graphical representation in science and geography. Pupils measure accurately in science and design and technology. ICT is used for areas of mathematics, which extends pupils' learning in both subjects.

## **SCIENCE**

Provision in science is satisfactory.

## **Main strengths and weaknesses**

- The new scheme of work provides good guidance for teachers
- Pupils are motivated by opportunities to investigate and carry out experiments
- Teachers do not use assessment information to track pupils' progress rigorously enough
- There are few opportunities for checking on the quality of learning and teaching

## **Commentary**

41. Standards match the expected levels in Year 2 and Year 6 and pupils' achievement is satisfactory. Pupils are now making good progress in science but, in the past, learning and teaching in Years 3 to 6 were not always challenging enough. National test results for the past three years reflect this, being below or well below the national average. Satisfactory improvements have been made, and the 2004 tests (unvalidated as yet) show an improvement in the proportion of pupils reaching the expected level by the end of Year 6. Teachers assessed all pupils as having reached or exceeded the expected level at the end of Year 2.
42. Teaching seen during the inspection was good, which is an improvement on the previous inspection. Lessons are interesting and practical. Teachers plan effectively with clear learning objectives, which they share with the pupils. Lessons are well organised and managed and engage and motivate pupils. Effective questioning, particularly in the plenary, allows teachers to probe pupils' understanding and encourage them to use scientific language when explaining their work. Where teaching is very good, teachers have high expectations for all pupils and the work is challenging and stimulating. The effective use of good teaching assistants means that all pupils are involved and able to make good progress. Teachers use computers well to motivate pupils' interest in science and consolidate scientific understanding. Assessment information is not yet used well enough to identify and improve progress in cohorts and for individuals.
43. Leadership and management of the subject are satisfactory. There has been a recent change of co-ordinator, and new ideas and planned action signify good potential for future improvements. An analysis of pupils' answers in the 2004 national tests has been carried out that identified weaknesses in the use and understanding of scientific vocabulary, poor data interpretation and poor planning when carrying out investigations. She has already begun to address these issues through the introduction of a scientific vocabulary book and through staff training sessions. Planning is being monitored to ensure good coverage of all elements of the subject. There has not yet been an opportunity to observe and evaluate teaching and learning throughout the school and, therefore, best practice cannot be shared.

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

Provision in ICT is satisfactory.

## **Main strengths and weaknesses**

- Resources and accommodation are very good and greatly contribute to the rising standards
- The quality of teaching and learning is good and so pupils are keen to learn
- The subject is well led and managed and there is clear vision for future development
- Standards by Year 6 are still below expectations in some aspects of the subject

## **Commentary**

44. There has been good improvement since the last inspection and the provision now meets statutory requirements. Standards are in line with expectations at the end of Year 2. In Year 6, standards in communicating and handling information are also in line with expectations, but are below in controlling and monitoring because of the past, limited opportunities for pupils to develop these skills. However, pupils are now learning well and their overall achievement is satisfactory. This is because there are now enough computers for all pupils to work individually or in pairs on very practical tasks. The interactive white board is proving successful in whole-class lessons and providing teachers with the tools to teach new skills clearly and successfully.
45. The quality of teaching and learning is good. The computer suite is used effectively and lessons are well planned and managed. All teachers are confident and competent. In a very good Year 6 lesson, the teacher gave a very precise demonstration of adding buttons in a multimedia presentation and the pupils worked hard and thoroughly enjoyed their success.
46. Leadership and management of the subject are good. New resources have been successfully introduced and pupils have increased opportunities to use computers across the curriculum and to learn new skills in handling text and data. Some other aspects have yet to be addressed, but overall there has been a good start to improving standards in a relatively short time.

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

47. Opportunities to use computers in other subjects are currently satisfactorily. Examples were seen of Year 1 pupils reinforcing the use of subtraction in mathematics, and Year 3 pupils learning to use the 'shift' key to access and use capitals and question and exclamation marks in their English work. Year 5 prepared a database in history and in Year 6 multimedia skills were used in geography and English.

### **HUMANITIES**

48. No lessons were seen in each of history and geography, and only one lesson in religious education. Pupils' work in books was sampled and discussions held with pupils and staff. Over the past two years, the school has focused on the priorities highlighted by the last inspection report, and developments to the humanities provision have not been a main focus. Statutory requirements for all subjects are met and pupils have appropriate time to learn in all three areas. No lessons were seen in **history** or **geography**. Work samples showed suitable coverage through topic work in Years 1 and 2. There was less work available for Years 3 to 6 but, in discussion, pupils demonstrated their satisfactory historical and geographical knowledge and a growing awareness of different faiths. The aspects of **religious education** that would support a better understanding of world cultures are not well developed. There is also a very limited number of useful and stimulating artefacts to support teaching and learning in religious education and some aspects of the programme of study are still unplanned. The strengths and weaknesses, including the absence of a full-time leader and manager for religious education, are well known to the school and subject development plans address these issues clearly.

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

49. Only one lesson was seen in art, and no lessons in design and technology or physical education. Pupils' art portfolios were seen and inspectors held discussions with pupils. Design and technology work was displayed around the school. A good scheme of work for **art** provides very clear guidance to teachers, and the curriculum is broad and varied, capitalising on links with other subjects. The art club and visiting artists contribute positively to pupils' learning and enthuse pupils. Good quality work was seen in portfolios

and school displays. The subject is led very enthusiastically and good support to staff in planning lessons. Moderation of artwork is at an early stage, but there are plans to develop this further. There is good evidence of using ICT in the art curriculum, for example the portraits in the style of Picasso, but this is not yet a consistent part of teachers' planning.

**Physical education** is led and managed by a specialist. There is a very good range of extra-curricular activities. Opportunities for competition take place with other schools in the area. Good links have been made with outside clubs, where pupils can go on to develop their interests and skills. In the summer term, a Sports Week celebrates what pupils do outside of school. Pupils go swimming in Year 5. Almost all pupils reach the national expectation to swim 25 metres, and many exceed it. **Design and technology** is planned in line with national guidance and at appropriate levels for pupils' ages. Planning covers all required aspects and should ensure skills are developed systematically. Photographic evidence showed Year 2 pupils designing and making puppets and Year 3 pupils using pneumatics to make moving monsters. Year 4 pupils designed and made money containers and in Year 5 they constructed Jinks frame boxes. Year 6 pupils had made controllable vehicles powered by electric motors.

### **Music**

Provision in music is good.

### **Main strengths**

- Good teaching enables pupils to develop their skills and understanding systematically
- The curriculum is rich and varied
- Pupils sing well and thoroughly enjoy the chance to perform
- There are good opportunities for extra-curricular musical activities



## **Commentary**

50. Evidence from the two lessons seen, singing during assemblies, and discussions with teachers and pupils show that standards in Year 2 and Year 6 are in line with expected levels overall, but the standard of singing is above expectations. Pupils achieve well in music. Singing is enthusiastic, joyful and tuneful and all pupils are fully involved. This is the result of skilful and enthusiastic teaching. In singing practice, all pupils sang to a high standard and were full of enthusiasm. Strengths have been well maintained since the last inspection and music continues to play an important role in the life of the school.
51. The quality of teaching is good and pupils learn well. In the lessons seen, teaching had many very positive features. The school makes use of specialist music teachers to broaden the curriculum. All children have the opportunity to join the choir and be involved in concerts and productions. Leadership and management of the subject are very good. Good subject knowledge and skilful practice ensure that the subject is well developed throughout the school. Parents and governors spoke with pride about school and local performances.

## **PERSONAL AND SOCIAL DEVELOPMENT AND CITIZENSHIP**

52. Only one lesson was observed during the inspection so it is not possible to make a judgement about overall provision. In the very good Year 2 lesson seen, pupils learnt how to make simple choices to improve health and well-being. The teaching was stimulating and very enthusiastic and pupils achieved well. They made good progress in identifying and classifying a range of foods from the teacher's shopping basket. The lesson had very good pace and pupils were keen to take part in the sorting activities.
53. Other evidence indicates good provision. There are house teams, and house captains take their roles seriously. The school is planning to set up class councils, which will lead to the creation of a school council. This will give the pupils a greater sense of citizenship and ownership in the running of the school. There are links with local Christian churches but the multi-cultural element is recognised as an area for development. A good range of enrichment activities provides opportunities for pupils to work and play together and extends their experiences. A range of sporting activities gives good opportunities for being members of a team and representing the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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