

INSPECTION REPORT

**BERESFORD MEMORIAL C of E (Aided) FIRST
SCHOOL**

Leek

LEA area: Staffordshire

Unique reference number: 124340

Headteacher: Mrs S. Taylor

Lead inspector: Mrs F. D. Gander

Dates of inspection: 9th –11th November 2004

Inspection number: 266412

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Aided
Age range of pupils:	3 – 9
Gender of pupils:	Mixed
Number on roll:	150
School address:	Novi Lane Leek Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Latos
Date of previous inspection:	10 th May 1999

CHARACTERISTICS OF THE SCHOOL

Beresford Memorial School is a church-aided first school for children between the ages of three and nine. It has places for 150 pupils, with an additional 26 part-time places in its nursery for children who are three years old. At the time of the inspection, 139 primary-aged pupils were attending full time, with an additional 23 nursery children attending part time. Although the percentage of pupils taking free school meals is in line with the national average, the school serves a below average socio-economic area of Leek. The percentage of pupils from other cultural backgrounds is very low.

The majority of children transfer from the nursery to the reception class and then into Year 1. Their developmental levels when they enter the nursery class are well below the expectations for children of a similar age. Attainment on entry to Year 1 is average overall. The percentage of pupils identified as having special educational needs is in line with the national average. There are no pupils with a statement of special educational need. The school was awarded a School's Achievement Award in the year 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21265	Mrs F. D. Gander	Lead inspector	Science, art and design, information and communication technology, design and technology, special educational needs, English as an additional language.
32676	Mr N. Power	Lay inspector	
2200	Mr J. Stirrup	Team inspector	English, history, geography, personal, social and health education.
17546	Mr C. Wonfor	Team inspector	Foundation Stage, mathematics, music, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is effective because pupils achieve well, especially in relation to the low starting point of a great many. Their attitudes, behaviour and keenness to attend school are key strengths. The headteacher has been instrumental in moving the school forward, and has had strong support from a hard-working management team. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils make good progress and achieve well.
- The leadership provided by the headteacher focuses on purposeful self-evaluation linked to the raising of standards, and the structured management of improvements to enhance the quality of education.
- There is very good provision for children in the Foundation Stage.
- The school successfully provides a happy, secure, and caring environment where pupils form sincere relationships.
- The provision for spiritual, moral, social, and cultural development is very good, leading to very good attitudes to learning and behaviour.
- There are too few opportunities to develop literacy, numeracy, and information and communication technology skills (ICT) within subjects.
- The higher attaining pupils need more challenge.
- The school does not make pupils aware of how well they are doing, and there is insufficient emphasis placed on considering their views.

Since the last inspection in 1999 good improvements have been made. With the appointment of a new headteacher in 2003 the school embarked on a rigorous self-assessment. Since then the focus has been on: the provision of the Foundation Stage; quality of teaching and learning; the achievement of boys; the standards reached in writing and reading; assessment; the role of co-ordinators in managing their subjects; and the role of the governing body. All issues, except one, have been achieved. The identification and challenge of pupils who are gifted or talented remain a continuing focus for improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	C	C	A
Writing	B	A	B	A
mathematics	B	B	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Overall, the standards achieved across all subjects are at least satisfactory. Children achieve very well during their time in the nursery and by the time they move into the reception class many are well on their way to achieving the Early Learning Goals. In English and mathematics the standards achieved by the majority of pupils in Years 2 and 4 are above those expected for pupils of a similar age. In the 2003 tests, standards were above the national average in writing and mathematics. This reflects the emphasis placed on these areas. Standards in reading were in line with the national average, and pupils achieved well. The lower standard in reading than other aspects of English reflects the fact that boys' performance was lower than that of girls. The standards in all three areas were well above the average for similar schools. Teacher assessment in science shows that standards are in line with the national average. The unconfirmed results for

the 2004 tests show a slight dip in all subjects and reflects the number of pupils with special educational needs in the year group.

Given the very low level from which the majority of pupils start when they enter the school, their overall achievement is good. Some pupils make great strides in their learning, especially in personal and social development. Pupils with special educational needs achieve well because the school has good teaching assistants who are involved in the planning and teaching of small groups of pupils. All pupils have very good attitudes to learning and to one another. **Pupils' spiritual, moral, social, and cultural development is very good.** Attendance and punctuality have improved and are now good.

QUALITY OF EDUCATION

The overall educational provision of the school is good. Pupils are taught well and there are examples of very good teaching, especially in the Foundation Stage. The curriculum is good, with subjects linked together well, but the development of literacy, numeracy and ICT skills within each subject is not given enough emphasis. Assessment is overall satisfactory. It is good in English, mathematics and ICT, and is developing well in other subjects. The accommodation and resources are overall satisfactory. The care, welfare, health and safety of pupils are very good. Links with parents and with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The new headteacher is providing very strong leadership and she has the good support of a hardworking management team and staff. The governors have become more active during the last year in managing and evaluating the success of the school. They are fully involved in making decisions, and governance is good. The school meets all legal requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are very keen to come to school and feel that it is exciting, but there are insufficient opportunities for them to have their views listened to. Parents have great confidence in the school, and they feel that they are kept well informed about how their children are getting on. A very small number reported bullying as a concern, but the inspection team judged that the school dealt very well with the few incidents.

IMPROVEMENTS NEEDED

- Make better use of literacy, numeracy and ICT for teaching and learning.
- Provide more challenge for higher attaining or gifted and talented pupils.
- Involve pupils in setting and reviewing their targets, along with considering their views about the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The overall standards pupils achieve in all subjects are at least **satisfactory**. In English and mathematics the standards are higher. Many children come into the school achieving standards well below those expected for their age. They therefore achieve well and continue making good progress throughout their time in the school.

Main strengths and weaknesses

- Children make very good progress in the nursery and achieve very well.
- Children continue make very good progress in the reception class.
- The standards by the end of Year 2 in the 2003 national tests were well above the average for similar schools.
- Some higher attaining pupils are not provided with enough challenge.

Commentary

1. Children achieve very well during their time in the nursery. They make very good progress, especially considering that they only attend on a part-time basis. When they start, the majority are not reaching the expected levels in all developmental areas of learning, especially in language, communication, and personal and social education. There is a good balance between adult directed activities and child initiated learning. Because the nursery is well organised the children quickly learn the expected routines of school, such as coming together for snack time, playing in small groups and sharing resources. They sit as a group for short periods of time, listen to a story and confidently talk about what they are doing. By the time they move into the reception class many are well on their way to achieving the Early Learning Goals.

2. Most children in the reception classes have benefited from the good foundation in the nursery. The school has recently made considerable adjustments to the way in which learning experiences are presented to these children. It has moved from a very formal approach to one based on learning through structured play. As the year progresses, children become ready for a more formal structure to their learning, and this is gradually introduced. They enjoy coming to the school because the teacher makes lessons exciting and full of fun. This is having an extremely beneficial effect on their standards of attainment, and all children are making very good progress. By the end of their reception year the vast majority will attain or exceed the Early Learning Goals. This represents very good achievement, and for some children, considering their attainment on entry to the nursery, it is outstanding.

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

Standards in:	School results	National results
reading	15.8 (16.1)	15.7 (15.8)
writing	15.3 (15.8)	14.6 (14.4)
mathematics	17.1 (17.1)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

3. The overall standards achieved by pupils by the end of Year 2 are in line with those expected for their age. However, in mathematics the standards are better. Pupils continue to achieve well after they leave the reception class, and the results from the national tests in 2003 showed that the school achieved above the national average, and well above the average for similar schools. The school's emphasis on improving pupils' writing is evident in these results. The

reading results were slightly lower than those for writing but in line with the national average. Careful analysis of the results by the school has revealed that girls were achieving much better than boys and were improving at a faster rate. This has been a focus for whole-school improvement, and the results of this are beginning to be seen. The slight dip in the yet unconfirmed results for 2004 reflects the number of pupils with special educational needs who were in the group, and who did not reach the expected national level. Pupils in Years 3 and 4 continue to make good progress in English and mathematics and reach standards that are above this expected for pupils of a similar age. This is because the planning is very detailed and there is also good assessment, and is used to set realistic but challenging whole-school or group targets.

4. The school has not yet met the issue from the last inspection of presenting higher attaining pupils with more challenge. The school has not yet identified any pupils who are gifted or talented or have the potential to be higher achievers. Although teachers in their lesson planning consider the differing abilities of pupils and plan different learning activities, these do not necessarily challenge the more able. For example, some of the older higher attaining pupils in Years 3 and 4 are filling in worksheets and do not have enough opportunities to organise and set out their own work. This is especially so in subjects such as science. Although teachers are setting group targets for literacy and numeracy, they do not set individual targets for pupils to work towards. In addition, there is insufficient emphasis on developing these skills in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Personal development is supported by the very **good** provision for spiritual, moral, social and cultural development. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils love coming to school and have very good attitudes towards school life.
- Relationships are warm and trusting, and pupils feel secure in school.
- The school's behaviour policy works very well.
- Pupils' attendance rate has improved significantly in the last year.
- Pupils' very good spiritual, moral, social and cultural development is given a high profile and is central to the ethos of the school
- Personal development is good, but pupils do not have enough influence in the school through the running of a school council.

Commentary

5. Pupils are keen to learn and find lessons interesting. They feel that teachers make learning fun and they enjoy the variety of experiences that the school provides. Pupils, especially in the reception class, are excited by their work, which engages them almost all the time. As a result, they have very good attitudes towards school; they enjoy their time there very much and this helps them achieve very well. This is reflected in the improved attendance figures. The school aims to develop the attitudes necessary to allow its pupils to build a successful future. It successfully provides an environment based on Christian values towards life, community, and society. Assemblies are thought-provoking, teachers are good role models and at all times teachers and staff reinforce the school's stated aims

6. Pupils are very well behaved in lessons, as they move about the school and at playtimes. They know how to behave and what will happen if their behaviour becomes unacceptable because the school's behaviour policy is very clear in setting out a scale of rewards and sanctions. Pupils enjoy working hard and behaving well, and strive to be rewarded. For example, a much-prized accolade is to be invited to drink and biscuits with the headteacher on Fridays. Staff have high expectations of behaviour, pupils respond well, and this supports the progress they make.

7. The school has a consistent approach to behaviour which is appreciated by the pupils and has a positive effect on its ethos. There is mutual trust and respect between pupils and staff and pupils achieve well because of this. The school does not allow bullying and this is instilled into the pupils. Any incidents that do arise are dealt with promptly and with sensitivity. One pupil was excluded from school during the last reporting year. This was handled in accordance with published procedures.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
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. School data apply to 2003/4, National data apply to 2002/3.

8. Pupils' spiritual, moral, and social development is very good. Children and pupils throughout the school clearly understand the principles that enable them to distinguish right from wrong. As soon as children enter the school, they start to distinguish between what is good by being kind and helpful to each other, and bad behaviour, such as pushing and being rude. Older pupils show empathy for those less fortunate than themselves, and are respectful of others' needs and interests. In the last inspection, the school was criticised for its lack of cultural development, especially pupils' awareness of multi-cultural faiths and beliefs. This has improved significantly and is now very good. Pupils throughout the school have an understanding of different cultures and explore these differences through dance, art and music. Staff attended in-service training to raise their awareness, and the school has developed a very good range of multi-cultural learning resources. Individual pupils are chosen to be the 'Special Day Person', which actively promotes their self-esteem and self-confidence. This certainly helps pupils of all ages become confident learners who are not afraid to make the most of new learning opportunities.

9. Pupils' confidence and self-esteem are fostered by their responsibility as helpers. As they get older they are encouraged to take on increasing responsibilities. However, the school does not have a school council where pupils are consulted and thus develop a sense of responsibility for the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is **good**. Teaching and learning are good and there are satisfactory assessment procedures, but are better in English, mathematics and ICT. There are very good levels of care, welfare, health and safety, with pupils given good support and guidance. There is a good partnership with parents and the community, as well as with other schools.

Teaching and learning

The quality of teaching and learning is **good**, and there are examples of very good teaching. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- The teaching and learning in the Foundation Stage are very good.
- Teachers plan and use a variety of different teaching methods so that pupils are helped to learn but do not provide enough challenge for higher attaining pupils.
- All staff encourage pupils to develop positive attitudes to learning, and there are consistently high expectations for very good behaviour.
- There is insufficient emphasis on literacy and numeracy in other subjects, and not enough use is made of ICT in teaching and learning.

Commentary

10. Teaching is very good in the nursery and reception classes. Both teachers have a very clear understanding of the needs of children, and they plan a wide range of activities that provide a good balance between activities that are directed by adults and those that children chose for themselves. In the nursery, teaching centres on play and choice and concentrates on developing personal and social skills, language and communication. The staff encourage the children to attempt new experiences, engage in play with other children, take turns and develop communication skills. Staff also ensure that the children are fully engaged at all times and draw them into activities. In reception, the teaching style gradually becomes a little more formal as children mature, and the more formal aspects of activities are organised according to the ability of the children. This works very well, as the teacher is able to meet their needs, especially when providing challenge for the higher-attaining children. All staff, including the teaching assistant, form a very effective team. Through this and their cheerful enthusiasm, they create a happy environment where the children thrive and are extremely eager to learn. They have a warm and encouraging manner with the children and take every opportunity to praise individuals who sit nicely or who work hard. Life in these two classes, and especially in the reception class, is full of excitement, surprises and wonderment. Children are therefore eager to learn.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	7	6	0	0	0

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

11. The quality of teaching and learning is good overall. There are examples of very good teaching in some subjects, such as literacy, numeracy and music. In these subjects teachers have a good level of subject knowledge, teaching methods and techniques. The school is fortunate to have a teacher with a high level of subject expertise in music and it is making good use of this through developing team teaching. Planning is very detailed and teachers give a great deal of thought to the different ways in which pupils learn and make the maximum progress. This is consistent across the school and allows teachers to support the pupils with the greatest learning difficulties. They do this through different activities and the use of very competent teaching assistants. However, the school has not yet identified pupils who might be gifted or talented within the higher achieving group. Although planning shows different or extended activities for higher attaining pupils, the activities set are sometimes not challenging enough. For example, in some subjects too much use is made of work sheets for recording learning, when, in fact, some pupils are capable of composing a short piece of writing which reflects their learning.

12. Teachers manage the behaviour of all pupils very well and have high expectations of behaviour. As a result, all pupils show interest in their work, display very good attitudes and are eager to learn. In the better lessons teachers start by sharing the learning objectives with pupils and finish with a session where the teacher assesses learning by asking relevant questions. This has a good effect on the behaviour and attitudes of the pupils, as they understand what is required of them. In addition, in the best lessons teachers set timed targets to ensure that all pupils stay on task, work quickly and do not become bored or restless. This provides a learning environment where all pupils work hard. A weakness within some lessons is the organisation of practical sessions, such as in science, where not all pupils have an active role in the lesson

13. Although literacy, numeracy and ICT are taught as separate subjects, and pupils achieve well in all three subjects, teachers do not make enough use of these skills in other subjects. For example, there were very few examples of the use of numeracy in science or geography, or evidence in lessons or work of teachers making use of the ICT skills pupils have. Although teachers

do occasionally plan for pupils to use ICT, there are too few examples of data analysis and display, word processing or design work. In addition, teachers do not use ICT enough to help them with their teaching; for example, to explain a concept or demonstrate a technique.

The curriculum

The school provides a **good** curriculum, which is extended by the **good** range of opportunities for pupils to learn. Overall, the quality of the accommodation and resources is **satisfactory**.

Main strengths and weaknesses

- The school provides pupils with a broad, balanced and enriched curriculum.
- The curriculum provided for the under-fives and pupils with special educational needs is good.
- The curriculum for pupils' personal, social, health and citizenship education is good and enhances their educational experiences.
- There are lost opportunities to promote literacy, numeracy and ICT skills across the curriculum.

Commentary

14. The school provides a broad, balanced and enriched curriculum which meets all statutory requirements and reflects the aims, objectives and Christian nature of the school. It is based on the National Curriculum and taught through themes which are supported by good links across subjects. The curriculum for English and mathematics follows national literacy and numeracy recommendations. Science and all other subjects are guided by nationally recommended documentation, with schemes of work adapted to meet the needs of the school. There are policies and schemes of work for all areas of the curriculum, with all subjects having a co-ordinator. In contrast to the situation at the time of the last inspection, subject co-ordinators are now taking a more active role in the planning and monitoring of subjects. Planning for all subjects is good. Long-term, medium-term and weekly plans provide sound guidance and support for the development of pupils' knowledge, skills, and understanding.

15. A number of visits to places of educational interest enrich the curriculum. The school benefits from a number of visitors to school, including members of a local building society who come into school to support targeted pupils in their mathematics. The school provides pupils with a good range of extra-curricular activities in sport and music, as well as a French club. All of this extends the learning experiences provided by the school.

16. The curriculum provided for the under-five is good and enables the majority of pupils to achieve their Early Learning Goals by the end of the Foundation Stage. Strategies to ensure that pupils with special educational needs have full access to the planned curriculum and extra-curricular activities. Pupils have relevant individual education plans. These are regularly reviewed, with parents being involved in the process. The school has yet to identify its gifted and talented pupils and provide them with an appropriate and challenging curriculum to help them develop their talents and reach higher levels

17. Personal, social, health and citizenship education (PSHCE) is well promoted in the school, with pupils having weekly PSHCE lessons and with chances for them to discuss subjects important to them within 'Circle Time'. The school governors have suitable policies in place for sex education and drugs awareness, with these two areas of the curriculum being delivered both within PSHCE lessons and individual areas of the curriculum.

18. The school has begun to look at ways of developing the use of literacy, numeracy and ICT across the curriculum. This is at an early stage, and policies and specific strategies for the development of this area have not yet been developed. Much of the work on literacy, numeracy and ICT takes place within individual subject lessons, and there are lost opportunities to develop these skills in other areas of the curriculum.

Care, guidance and support

The care and welfare of pupils in the school are **very good**. They are given **good** support, advice and guidance. The school seeks, values and acts on pupils' views **satisfactorily**.

Main strengths and weaknesses

- Very good relationships and robust procedures mean that pupils are very well cared for and safe.
- Pupils receive good advice and guidance from their teachers, particularly in the nursery, reception and Years 1 and 2.
- The school's procedures for involving pupils in its work and development lack rigour.

Commentary

19. The very good relationships that exist between all within the school community mean that staff understand pupils' needs and care for them very well. The school's procedures to ensure the pupils' safety are very thorough and work very effectively. For example, risk-assessment procedures are meticulous in their detail. Assessments are performed, in conjunction with the governing body, on risks inherent in the school environment, in the curriculum and for all visits and excursions. At all times the school makes the well-being of pupils a priority.

20. Pupils know that any worries or concerns they have can be shared with their teacher, who will deal appropriately with any issues they raise. This makes them feel safe and secure. In the nursery, reception and Years 1 and 2, individual targets for academic and non-academic areas are agreed between teacher and pupil. These are regularly reviewed and ensure that each pupil is supported and guided very well. The same system does not yet exist in the later years and so pupils are not as aware of the progress they are making in specific areas.

21. The school is keen to listen to pupils' points of view, but there is no formal process to involve them in its development. The most outspoken pupils are able to express their opinions, but there is no mechanism to ensure that all pupils' views are systematically sought.

Partnership with parents, other schools and the community

The school has **good** links with parents and the community. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- Transition arrangements ensure that pupils' transfer to middle school is smooth.
- Some elements of community involvement are of great benefit to pupils.
- Parents are supportive of the school.
- The school has yet to develop the full potential of links with other first schools.

Commentary

22. In the term before pupils are due to leave school at the end of Year 4 they participate in a "Literacy Transition Project". This continues when they arrive at their middle school in Year 5 and ensures that work is not interrupted by the move between schools. Additionally, elements of the project enrich other curriculum areas, as well as being aimed at helping pupils to settle into their new schools. For example, pupils are encouraged to compile a "Chatter Box" containing small personal objects and pictures. This then helps them to make friends and talk about themselves to others upon their arrival at middle school.

23. The school has a good range of links with the community. The links with local churches, nursing homes and hospitals all contribute to pupils' understanding of the outside world. The

“Number Partner Scheme” run in conjunction with a local building society greatly benefits the pupils that participate, so that it supports the progress they make in mathematics. The society has provided the school with a good range of mathematical games and activities. These are used by society personnel during their weekly visit.

24. The Parent and Friends’ Association raises significant funds to provide the pupils with facilities they may not otherwise be able to benefit from. For example, the funds raised from a summer barbeque have been used to provide seating areas and plants to enhance the school’s grounds. Parents’ opinions of the school are good and many help in school. The school’s thorough induction for voluntary helpers ensures that the time they spend there is used productively.

25. The school’s links with local middle and secondary schools benefit its pupils well. For example, the pupils in Years 1 and 2 make use of Leek High School’s computing facilities when their students have finished their exams. However, the school’s links with other first schools are undeveloped and this means that pupils and staff miss out on the opportunities that such links would bring, such as joint training or inter-school sports.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The leadership of the headteacher is **very good**. Governance and management are **good**.

Main strengths and weaknesses

- The very good leadership of the headteacher is partnered by rigorous self-evaluation and clarity of vision.
- Co-ordinators lead and manage their subjects well.
- The governors’ closer involvement with the school is helping to shape the vision for its future.
- There is a close link between development planning and finances in the pursuit of improving standards. The school’s finances are very well managed.

Commentary

26. Under the very good leadership of the headteacher, new management teams have been created which share a clear vision for future improvements and development in the school. Following the appointment of the headteacher during the last academic year, a school self-evaluation was carried out that highlighted areas for improvement. These were strongly linked to overall standards, the quality of education, and health and safety. The school’s self-evaluation systems are clear and built on a belief that, in order for a school to be effective, staff have to have access to high-quality in-service training, observe models of good practice, and have time to develop and share their ideas with colleagues. This vision has been implemented well during a very short time. During the last year the school has re-organised and developed its Foundation provision so that it now meets the needs of young children and is preparing them well for the next stage of learning. Teachers have been given opportunities to go on subject-specific training, such as in mathematics. In-service training has taken place on special educational needs, writing, assessment and the role of the co-ordinator. Time has been created to enable the staff to build appropriate targets into the overall development plan, which drives a strong cycle of continuous improvement.

27. Co-ordinators lead and manage their subjects well. The majority have become knowledgeable about their subject, and are beginning to evaluate the impact of current practice on standards and achievement. However, this is still developing in some subjects and is linked to overall curriculum development and assessment. For example, it is better in English, mathematics, ICT and science than in other subjects, such as history or physical education. Teachers oversee their subjects and evaluate the provision, and also have the confidence and expertise to offer support to their colleagues when new initiatives or direction are introduced. This has improved since the last inspection. However, within this good subject leadership co-ordinators are only just beginning to monitor and evaluate the quality of teaching in their subject.

28. The governors have become more involved in the management of the school than they were before. They have had opportunities for training, been given responsibility and are taking on the role as critical friend to the school. They know the school's strengths and weaknesses well, are supportive, and have been expected by the headteacher to ask demanding questions to understand what is needed, for instance, about the health and safety of some aspects of the school, the condition of the toilets and the relative performance of boys and girls. Committees have been initiated with an expectation that the members will meet, and be responsible for, reporting and making decisions. This has meant taking on a great deal more responsibility than what was expected before.

29. The management of the school inherited a substantial surplus upon the appointment of the headteacher in September 2003. This is being used prudently to fund the school's development in accordance with its plan over the next three years. Some has already been used very effectively to ensure that the pupils are safe and secure. Detailed budgets have been drawn up and expenditure against budgets is monitored monthly. The finance committee of the governing body and the headteacher scrutinise expenditure to ensure that funds are being used in accordance with the school development plan's priorities for staff development, raising the achievement of pupils and improving the toilet facilities. Governors keep a full overview of the financial systems and, with the guidance of the headteacher, ensure that the budget drives the school development plan effectively. The long-term plan is a clear document that charts the school's progress over three years. It links the finances closely with staff training needs and curriculum development in the pursuit of higher standards.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	380343
Total expenditure	343623
Expenditure per pupil	2121

Balances (£)	
Balance from previous year	27973
Balance carried forward to the next	36720

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. Children start school in the nursery on a part-time basis the September after their third birthday. They attend the reception class on a full time basis in the September before their fifth birthday. Parents receive detailed information through a well written and informative booklet. These induction arrangements are very good. This helps children and indeed their parents settle quickly into school. Recent developments, since September this year, have seen the introduction of an entry assessment for the nursery. Previously children were only assessed during their reception year and the valuable information on the progress they made during their initial nursery year was lost. This information is showing quite clearly that children's attainment on entry is well below average for children of this age and for some it is even lower.

31. All children are taught within the nursery or reception. Both classes have teachers and assistants who provide a wonderfully structured and fun introduction to a child's educational life. There is no doubt children love coming to school and this is having an extremely beneficial effect on their standards of attainment. All children are making very good progress and by the end of their reception year, the vast majority will attain or exceed the early learning goals. This represents very good achievement and for a few children it is outstanding, considering their attainment on entry to the nursery.

32. There has been very good improvement in provision for children in the Foundation Stage since the previous inspection, although much of this is very recent. There are highly effective planning and assessment procedures, enabling all staff to assess children's ongoing progress, plus three formal assessment procedures throughout the year. This enables all staff to not only focus on what children are achieving, but also helps them be aware of their weaker areas, such as personal and social development. Both teachers are suitably qualified and skilled in the teaching of young children, are highly motivated to succeed and certainly make learning enjoyable. The learning support assistants work seamlessly with teachers and the teamwork is of a very high standard. Relationships throughout the Foundation Stage are extremely good and this enables very young children to feel secure and self-assured. Leadership is also very good and although much of the current practice is still quite new, only some seven weeks into term, the influence the Foundation Stage manager is having on children's achievements is significant.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good;
- Quality of relationships with adults and other children are very good.

Commentary

33. This is regarded as the biggest area for development for all children as many enter the school with extremely low achievement and their progress is very good indeed. Right from the beginning children are encouraged to become as independent as possible through well-planned and thought out activities. Many children quickly become confident in their new surroundings and are keen to share their ideas with adults and other children in whole class teaching sessions. Teachers and teaching assistants work well together to give all children a secure and safe learning environment often through very imaginative teaching which captures pupils' imagination, such as using puppets or even dressing up as a magician! The vast majority of children show a clear understanding of classroom procedures and all have their achievements recognised through individualised praise and encouragement. Teachers set high expectations of behaviour and the

children respond well to this, especially stopping and listening carefully to instructions. This establishes a recognised routine and stops many children fidgeting and not paying attention.

34. The quality of the teaching is strengthened by the obvious pleasure and enjoyment that teachers and their assistants experience throughout the day. All adults are extremely good role models creating an atmosphere where respect for others and politeness are the accepted norm. This contributes significantly to children's spiritual, moral, cultural and emotional development. For example, during a special Remembrance Day assembly for the Key Stage 2 pupils, a bugler played the last post. The nursery children wanted to know what the noise was, so the teacher quietly brought all her class out into the corridor to watch. She then very calmly explained what was happening, how it related to the poppy she was wearing and that it was a special time to remember others. It was a very simple yet moving example of high quality and thoughtful teaching.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The opportunities for children to develop speaking and listening skills are very good.
- The teaching of writing is very good

Commentary

35. This very good provision helps children to make very good progress, including those with special educational needs. Children with learning difficulties are supported effectively by the teachers and teaching assistants. The programme of work has recently changed but is very well structured. Considering just how low many children's skills are when they start school they make very good progress to achieve average standards by the time they start work on the national curriculum. All adults help the children to communicate in all areas of learning through imaginative and skilful teaching. Teaching assistants are very well briefed and this helps both teachers make an accurate assessment of children's progress and achievement. Indeed teachers direct their assistants to observe individual children as part of the formal assessment procedure. Children thoroughly enjoy their '*Jolly Phonics*' and will confidently answer questions individually and in groups. For example, in reception the teacher placed the name of one child, as the special day helper, inside a balloon. When the balloon was popped, he asked the whole group to sound out the letters until the children guessed who the special person was. Stories are used very effectively to set themes such as birthday parties and this inspires children to write independently and communicate effectively. Throughout the Foundation Stage, children play independently and confidently especially when talking on the telephone to each other during imaginative games. Children certainly understand that print conveys meaning and the range and choice of books is very good. The children use the library on a weekly basis to select their own books to take home to read.

36. Children are encouraged to write letters correctly and are taught using a cursive script. This is a new approach to writing within the school, but already many children are learning to write their names correctly. All children have the opportunity to practise initial sounds such as *ch*, not just in their books, but with paint brushes on a huge piece of paper outside. Later they reinforce these sounds by making *chocolate* sandwiches for the headteacher's surprise birthday party. Teachers have a very good understanding of developmental writing and this is highly motivating to children making them feel they are real writers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Mathematics is taught in a structured and practical way and children have good opportunities to work collaboratively.
- The quality of teaching is often inspired.

Commentary

37. Teaching is very good with some outstanding qualities; this is enabling many children to attain above the expected level. The planning of lessons is not just exciting but often inspirational. This helps establish a love for mathematics by installing in young children that numbers can be fun. Most children can count by rote to ten, some to 20, and mathematical language is used in whole class sessions. Counting skills are successfully reinforced through singing and number jingles when the whole class is together. Many children recognise and name common shapes such as square, triangle, rectangle and circle. They have produced some very good plate faces made entirely of different size and coloured shapes. These are displayed in the hall for the whole school and visitors to see. Children are also beginning to learn about three dimensional shapes with the associated language such as edge and face. Handling and describing these shapes in a class game reinforced learning.

38. In one very good lesson, the teacher deliberate missed out numbers and words, so that the children would excitedly correct him. The teacher then dressed up as a maths magician with a magic cloak and wand. The children sat enthralled while he, ably assisted by his assistant - the LSA, asked the children questions and challenged their learning by introducing statements such as *five is one more than four*. When the teacher then started asking the children *what would happen if one less...* some were able answer showing they had learnt a new skill and progressed their learning. The excellent relationships between adults and children ensure that the children's efforts are always valued: this has an amazing effect on their self-esteem and self-confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**.

Main strengths and weaknesses

- Teaching is very good and the children are achieving very well.

Commentary

39. Both teachers are providing many opportunities for children to explore the world around them by innovative planning involving many different areas of the curriculum. By simply exploring the area around the school, the children painted what they saw, such as trees, cars, birds, houses and planes. Their paintings show very good observations and a consistency of size and shape. The nursery children have painted exciting pictures of bonfire night by flicking different coloured paint onto black paper. As usual all children's work is beautifully displayed for all to see. Reception children have produced fruit and vegetable prints and many can recognise them from the patterns they made. They have also made cakes and sandwiches for the surprise birthday party developing fine motor skills in the process. The children's understanding of the wider world is developed through a travel agents in one corner of the classroom complete with large coloured posters. Children can go and explore different countries from the brochures available and even buy a holiday at special prices!

40. Teaching is based on what the children already have experienced and this enables them to extend their knowledge and understanding of the world. Skilful teaching enables all children to begin to understand how time passes chronologically and the effect this has on what they can do. Teachers and LSAs bring in photographs of themselves, at the same age as their classes, and ask the children how they have changed. Children love to see the adults when they were their age and how they have changed, different coloured hair, not wearing glasses. Careful, yet challenging questions, from staff allow children to understand how they have changed. For example, adults asked children what they could do now that they couldn't do as a baby. Most children were able to say they can now walk and talk and feed themselves when their little brothers and sisters still needed help at home. There is a good range and quality of role-play resources to support this early learning goal.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and the children achieve well.

Commentary

41. Children make very good progress and standards are above expectations. Children throughout the Foundation Stage develop their hand control by using crayons, pencils, paints, and hand-eye co-ordination through threading activities and ball work. In physical education lessons children are already using prepositions in their speech such as 'next to', 'in front of' and 'behind' pieces of apparatus. The use of computers to control a mouse by clicking and dragging items on the monitor and the use of construction kits also supports their progress. These experiences are also helping children to improve their drawing and writing through improved pencil grip and scissor control. Children of all ages make very good progress in their physical control and their spatial awareness both indoors, in the hall and in the outside play area. In a very good physical education lesson, the children understood the importance of a warm-up and noticed that they experienced physical changes such as their heart was beating faster and their face was much warmer. Teachers give clear instructions, encourage children to demonstrate good examples of their work and work in partnership to create and copy simple sequences, such as balancing on one leg or on one leg and one arm. The well-equipped outdoor play area provides many additional opportunities for children to practise these skills in a more independent way.

CREATIVE DEVELOPMENT

42. Children make very good progress developing their creative skills. They learn to draw and paint using a range of materials and their drawings of people are quite well formed by the time they reach reception. Both classrooms and the corridor to the foundation area are full of attractive displays of all children's' work. This shows quite clearly the value placed on their work by adults and the school. Children love being in the hall for physical education lessons and respond to different types of music very well. They can show different movements to slow and fast music and love following action songs such as head, shoulders, knees and toes, especially when it goes really fast at the end! Both classrooms have plenty of resources and equipment for children to select and play with independently. They enjoy a good range of practical activities, which enable them to explore imaginatively. They use the equipment provided for role-play very well, especially being fire and police officers. The children make very good progress in developing creative skills and are on course to attain above the early learning goal by the end of their reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**

Main strengths and weaknesses

- Good teaching and an imaginative English curriculum enables pupils to achieve well and make good progress.
- The quality of teaching is good, but there are too few chances for pupils to develop and use re-drafting skills in order to improve the quality of their work.
- The school has introduced good assessment and monitoring procedures, although the information is not used to provide older pupils with individual targets for improvement.
- There are lost opportunities for pupils to develop literacy skills across the curriculum.

Commentary

43. Pupil's achievement in Years 1 to 4 is good. Good teaching and an interesting English curriculum enables pupils to make good progress in the subject, with the result that the majority of pupils achieve standards in line with expectations for their age by the time they are seven. This was reflected in the 2003 national assessment tasks, when pupils achieved average standards for their reading and above average standards for their writing. Pupils achieved well above average standards when compared to pupils from similar schools. Although standards at the end of Year 2 declined slightly in the 2004 unconfirmed assessment tasks, they remain close to the national average. Pupils sustain good progress in Years 3 and 4, and they achieve standards in line with expectations for their age by the time they are nine.

44. Pupils in all years are good listeners and are keen to respond to teachers' questions. Many pupils express their ideas in a confident manner. A number of pupils, often boys, are confident in their social oral skills, but are less secure in their ability to express their opinions and feelings in a formal situation. Standards in speaking and listening skills at age seven and nine are average overall. Although a number of pupils have good reading habits, there is evidence that many pupils arrive at school with a limited knowledge of books. Phonic and word-building skills are well taught in school, with the structured reading scheme adopted by the school being used effectively to promote reading. Although many pupils have good technical reading skills, a number of them are less secure in their reading comprehension skills and do not always understand and appreciate the full meaning of the books they read. Although pupils in all years have a satisfactory knowledge of different parts of books, many of them have problems in using this knowledge to retrieve information from factual books. This inhibits their ability to develop independent learning skills. Standards in reading by the time pupils are seven and nine are average.

45. A number of higher attaining pupils enter Year 1 with the ability to string phrases together in order to tell a simple story or convey information about events in their lives. In contrast to this, a number of lower attaining pupils are still in the early stages of writing. They have difficulties with handwriting skills and in their ability express themselves in writing in a meaningful way. Teachers in all years address this issue by giving pupils the chance to develop their basic English skills within increasingly demanding writing activities. As a result, pupils produce a good range of written work by the time they are nine, including both poetry, short plays and instructional, descriptive and creative essays. Standards in writing at age seven and nine are above average overall.

46. The quality of teaching is good, with some very good teaching being observed. Lessons are well planned, organised and managed. Pupils are provided with activities that respond to their needs and abilities. Very good support from teachers and support staff enables pupils with special educational needs to make the same progress as all other pupils. The literacy hour is making a positive contribution to raising standards in English. Pupils have good working relationships with their teachers, display positive attitudes to work and wish to learn. Although pupils plan their work

well, there are too few chances for pupils to develop and use re-drafting skills in order to improve the quality of their work. Computer and word-processing skills make a limited contribution to the development of pupils' writing skills.

47. Leadership and management in the subject are good. Despite heavy management responsibilities, the headteacher is the subject co-ordinator. She has a clear understanding of the current provision for the subject, what needs to be done to move it forwards, and has already introduced a number of strategies in order to help raise standards. The school has recently introduced a number of procedures to assess and monitor pupils' attainment levels, and their progress. These procedures, however, have yet to be firmly embedded in practice and be used to provide all pupils with individual targets for improvement. Standards in the subject have improved since the last inspection.

Language and literacy across the curriculum

48. There are some effective links between literacy and mathematics but development plans shows that the school is aware that pupils do not use of their literacy skills enough in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are above average.
- Subject leadership is very good.
- Mathematics is not used enough in other subjects.
- The use of ICT to enhance mathematics is underdeveloped.

Commentary

49. Mathematics has improved since the last inspection when pupils' standards were close to the national average. In the last reporting year, pupils' attained standards above the national average at the end of Key Stage 1. Standards were well above average when compared to similar schools at the age of 7 years. These standards are maintained in years 3 and 4 and considering the children's very low attainment on entry the school this represents very good progress. This is because teaching is effective, and there is strong leadership and detailed monitoring and evaluation.

50. Pupils enjoy their mathematics and achieve extremely well. Those with special educational needs achieve as well as their peers although the higher attaining pupils are often not sufficiently challenged through the setting of individual targets. The subject leader is aware of this discrepancy and suitable plans are in place to extend the higher attaining as a result of the last subject audit and evaluation. Planning is detailed and follows the national strategy. This ensures pupils work on activities that are appropriately different according to their abilities. There are some good links with other subjects such as science, history, and PSHE, although mathematics across the curriculum is not well enough developed. There are some effective links between mathematics and literacy, but the use of mathematical skills in subjects, such as geography and design and technology is very limited. However, the subject leader has highlighted this, but plans to improve this have yet to be finalised.

51. Pupils' attitudes to mathematics are extremely positive. They thoroughly enjoy the range of activities they are taught especially 'money'. Pupils take great pride in their work and show high levels of sustained concentration and interest. They are confident to ask questions and attempt new tasks, often with the direct support of their teacher or teaching assistant. The teamwork between these two members of staff is very good as are relationships throughout the school. Work is very well planned for pupils of different abilities, and those with special educational needs receive

individualised help from teaching assistants. Teachers and their assistants use a range of effective questions very well. These challenge pupils and make them use their previously learnt skills, whilst also providing valuable assessment opportunities.

52. The subject leader has a very clear understanding of the subject and how the school is progressing. Future action plans are based on a detailed audit and include direct observations of teaching throughout the school. Each observation is written up with helpful comments to improve the quality of teaching and pupils' learning. The quality of assessment is improving and the leader regularly evaluates pupils' records ensuring a consistency of approach. Half-termly targets have recently been set and the leader is also aware of the small imbalance between girls and boys attainment. This is being targeted through the mathematics scheme in the Foundation Stage, which is proving to be extremely effective. The leader has established contacts with local schools to enhance the mathematics curriculum and is very aware of the importance of up to date in-service training for all staff. These initiatives are helping to continue the steady improvement the school has made since the last inspection and ensure pupils have the necessary skills when they transfer to middle school.

53. The use of ICT is under developed. There is very limited software available for pupils to use and this does little to enhance pupils' learning. Pupils are missing out on the opportunity to reinforce their learning through high quality programs, which appropriately matched to their abilities.

Mathematics across the curriculum

54. Opportunities for pupils to apply their mathematical skills in different contexts is limited. Some pupils do use their mathematical skills in history through the use of timelines; in science to create a bar chart from raw data and to help count money for fund raising activities, such as Comic Relief, but these are rare. The use of mathematical skills in design and technology, or in physical education, is extremely limited which is not helping to consolidate and improve pupils' skills as stated in the subject leaders' vision for the subject that says: *maths is important, being used everyday in employment, science and technology.*

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- The teaching and learning are good.
- The science curriculum is well planned but not enough emphasis is placed on the reinforcement of literacy, numeracy and ICT within lessons.

Commentary

55. The school provides good opportunities for pupils to develop their scientific skills, understanding and knowledge, and to achieve well. The results of the teacher assessment at the end of Year 2 shows that standards are in line with national averages. By the end of Year 4, the majority of pupils are attaining levels which are expected for pupils of a similar age. Standards have generally been maintained over the last three years. Pupils achieve well overall and there are generally no differences in those achieved in the different aspects within science, or by boys or girls.

56. These standards have been achieved because teachers teach well. They have very good knowledge of the subject and have improved the emphasis placed on investigation. Experienced teachers promote observational and investigational skills, and there is a high emphasis on knowing the key words associated with science, as well as the development of different ways of recording observations. The behaviour of pupils is very good in most lessons; this means that pupils can be trusted to work in small groups on their investigations. However, in some lessons where teachers

are less experienced, the organisation of the practical activities is not well thought through, and leaves some pupils in each group without an active role in the investigation. Pupils' enjoyment of the practical side of science is evident and contributes well to their good progress in the subject.

57. There has been good improvement made to the science curriculum since the last inspection, with the introduction of more opportunities to plan, predict, observe, and consider what has happened during their investigations. All areas of science are given appropriate coverage and teachers build on this knowledge and understanding in other subjects, such as in design and technology, and in art and design. The link with other subjects of the curriculum is good and is providing pupils with opportunities to transfer and reinforce their learning. However, not all teachers when planning their lessons give enough consideration to how they may reinforce literacy or numeracy within the lesson. For example, the use of graduated measuring containers when measuring liquids, or for producing extended pieces of writing describing their observations and ideas. The use of ICT within science also varies across the school, and although older pupils know how to use it to collect and display data and information – there is very little evidence in their workbooks of it being used for this purpose. For example, bar charts on data collection are hand drawn and coloured, and have not been generated by a computer program.

INFORMATION AND COMMUNICATION TECHNOLOGY

58. There were insufficient opportunities to observe lessons in ICT, or its use as part of other lessons for teaching and learning, to make overall judgments on the quality of the provision. However, evidence from work kept by the school shows that pupils achieve satisfactory standards and make good progress from an early age. The curriculum covers all aspects of the subject and is therefore balanced. It provides pupils with a range of skills, including the use of ICT in everyday life, which they steadily build on as they progress through the school. However, teachers do not always make good use of these skills that pupils have when planning lessons across the curriculum. There is a lack of evidence in pupils' work of them using their skills in ICT to present information, such as word processing for drafting and redrafting work in English, or presenting data in the form of graphs in science, and collecting information from the Internet for their topics.

59. The curriculum has been reviewed, and assessment has been developed in the last twelve months. The recording of assessment is being trialed by the co-ordinator. It is being used across the school to record pupils' attainment and monitor their progress. This is a good improvement from the last inspection. Teachers' confidence in using ICT varies, and while some have had the opportunity to take part in national training, there are a few teachers who have missed this. The management has identified this as an area which needs to be addressed, but is finding this difficult, as access to the national training has now ceased. There is a good development plan in place that includes the purchase of additional resources including an interactive whiteboard. Training in the use of this has already started.

HUMANITIES

60. Due to timetabling restrictions, it was not possible to see sufficient lessons in **history** and **geography** to come to a secure judgement regarding provision of the subjects. Only two lessons were observed; one in history in Year 2 and one in geography in Year 4, and a limited amount of pupils' work was available for analysis. This was insufficient evidence on which to make a judgment about the standards achieved in the subjects. The school provides pupils with the chance to consider all the National Curriculum topics in both subjects, but the pupils' work reveals that many topics appear to be covered in a superficial manner. This is because the children's learning is recorded on photocopied worksheets, which require no more than very brief responses, and in some cases the colouring-in of a picture. These are not sufficient to challenge pupils, and there are lost opportunities for pupils to develop their literacy skills within these two areas of the curriculum, such as by completing pieces of writing.

61. The two lessons observed showed that teaching was well planned, organised and managed, with resources being used effectively to support pupils' understanding. However, some of the

activities were undemanding for higher achieving pupils, and to develop them as independent learners. The school provides pupils with the chance to take part in field trips and visits to places of historical interest. This supports them in their learning and acquisition of knowledge. The opportunities provided for pupils to study people and places from other times and other countries make a useful contribution to pupils' social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. A total of two lessons were observed in this area of learning; too few to make reliable judgements about provision and teaching in art and design, design and technology (DT), physical education (PE), and music. Evidence from other sources, including pupils' work and discussions with them, was also gathered. **In art and design, and for design and technology**, examination of curriculum documents shows that lessons are planned well and that there is coverage of the different aspects of the subject which are linked with the overall theme, and on a rolling programme in all year groups. There are good links between the two subjects, and teachers set clear objectives for either art or D&T. For example, pupil's work in their D&T workbooks shows that lessons focus on design, materials, and purpose, while art concentrates on experimenting with style, techniques, and working with different materials. However, the expectations for older pupils could be higher, such as producing pieces of written work, using ICT to design and record their ideas, or keep sketchbooks in which to record and evaluate ideas. There is very little evidence of any of these happening on a regular basis. The co-ordinator for both subjects has changed since the last inspection, and in the last year has assumed more responsibility for both subjects. Improvements and developments in subjects have centred on an evaluation of resources, and the production of a meaningful subject development plan so as to evaluate the standards achieved across the school. However, although there is an awareness of what is being taught in each class, and evaluation of the success of different lessons, the co-ordinator is not at the stage of getting into classes and witnessing practice first hand.

63. **Music** plays an important part in the life of the school and is well taught by the subject leader. Although insufficient lessons were seen to make an overall judgement on the quality of teaching and standards, teachers' confidence has improved due to the team teaching approach introduced by the music leader. In assemblies, pupils sing with confidence and enjoyment with a clear diction and in a tuneful, expressive manner. Older Year 4 pupils copy rhythms very well using un-tuned and tuned instruments; some improvising extremely well to the *Groovy Blues*. There is a newly revised scheme of work in place, including detailed assessment opportunities at the start and end of each half-termly module. Although this is far too new to evaluate its impact on pupils' learning, its intention is to help pupils to improve their musical understanding progressively as they move through the school.

64. **Physical Education** offers pupils the opportunity to participate in a number of different activities, although the range of extra-curricular activities is limited. From an early age children and pupils are developing secure hand, hand-eye co-ordination and gross motor control. A full curriculum is in place which is matched to pupils needs. In gymnastics pupils move with confidence around the hall. They are beginning to sequence different movements together to form a simple routine. The older pupils, those aged eight and nine, swim regularly. By the time they leave the school many are able to swim independently. This represents good progress. Effective use is made of dance throughout the school offering pupils the opportunity to enhance their multicultural understanding.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

65. Only one lesson was observed in this area during the week of the inspection and so no judgements are made about the overall provision. However, personal development is considered by the school as being an important part of its work, especially with the children in the Foundation Stage. This contributes to the very positive ethos in the school. There is an expectation that pupils of all ages and abilities will become mature and caring, and develop into independent learners. The subject is specifically timetabled for each class, as well as being taught through other subjects. The

school appropriately includes areas of healthy eating, consideration for others less fortunate than themselves, bringing enjoyment to others, and taking care of the environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).