

# INSPECTION REPORT

## **Bishop Perrin Church of England Primary**

Twickenham

LEA area: Richmond

Unique reference number: 102918

Headteacher: Mrs L. Lund

Lead inspector: Mrs S. Vale

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

Inspection number: 266433

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:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	201
School address:	Hospital Bridge Road Twickenham Middlesex
Postcode:	TW2 6LF
Telephone number:	020 8894 1447
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs B. Jones
Date of previous inspection:	4/5/1999

## **CHARACTERISTICS OF THE SCHOOL**

Bishop Perrin Church of England Voluntary Aided School is a one form entry primary school with 201 pupils on roll aged from four to eleven years. The school is organised into seven classes. It draws its pupils mainly from the immediate locality. Most of the houses are owner occupied, although an increasing number of children attending the school come from social housing and rented accommodation. The percentage of pupils known to be eligible for free school meals is increasing and is now broadly in line with the national average. The percentage of pupils who are learning English as an additional language is fourteen per cent. This is higher than many schools and is a significant increase from the time of the previous inspection. Twenty three pupils have been identified as having special educational needs. This is above the national average. Two per cent have statements of special educational need. Attainment on entry is generally as expected for pupils of this age.

The school has been subject to a significant number of staff changes over the last three years. In that time, four head teachers have been at the school. The present headteacher has been in place for 18 months. The governing body has also changed significantly.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Art and Design, Foundation Stage, English as an additional language
9007	Mr R. Salasnik	Lay inspector	
32302	Mrs G. Read	Team inspector	English, information and communication technology, Design and technology, Music, physical education
18381	Mr G Ewing	Team inspector	Mathematics, science, citizenship, geography, history

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school with some very good features. It provides a good quality of education within a caring Christian ethos. The national test results in English and science in Year 6 are well above the national average. They are above average in mathematics. Pupils achieve well because teaching and learning are good. Classrooms are attractive and reflect the high value staff put on children's work. The leadership and management of the headteacher are very good and key staff, along with the governing body, support her well. The school provides good value for money.

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

- Very good leadership and management set high expectations for all and provide a clear educational direction that promotes high standards. Governors challenge and support the school well.
- The inclusive Christian ethos and stimulating learning environment contribute strongly to the very good attitudes and behaviour of the children.
- Good teaching ensures that pupils learn and achieve well. In the Year 6 national tests overall results are well above national averages. This represents a significant improvement on the 2003 results, particularly in English and science. Standards are also well above average in information and communication technology (ICT).
- Assessment information is used very well to match work to pupils' needs: this is one of the reasons for good standards in art and design, history, music and physical education.
- Very good support by teaching assistants enhances the learning of pupils with special educational needs.
- Good provision in Reception allows children to settle quickly when they first start school.
- The care and welfare of children is very good.
- Links with parents and their involvement in the life of the school are very good.
- Strategies to support those who are at the earliest stages of learning English are not as effective as they should be because staff have not had sufficient training.

#### How the school has changed since its last inspection

The school has improved a great deal since the previous inspection. Very good progress has been made against all key issues. The headteacher, deputy headteacher and governors now have a clear vision for the school's educational direction. The school improvement plan, compiled in consultation with all members of staff and the governing body, is effective in ensuring that this vision is fully implemented. Pupils' progress and attainment are monitored more closely so that standards are much better. Assessment procedures have improved significantly and enable teachers to ensure that pupils are achieving to the best of their capability. Staff are appraised regularly through an effective performance management system. Targets set for them are linked with the school's aims to raise standards.

#### STANDARDS ACHIEVED

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

Pupils achieve **well** throughout the school. When children enter Reception, attainment is broadly in line with what is expected for children of this age, although it varies from year to year. By the end of the Reception year many children are on course to reach the early learning goals in all areas of

learning. They are likely to exceed them in personal, social and emotional development. Children with special educational needs and the increasing numbers of pupils for whom English is an additional language achieve well in relation to their previous learning. The 2004 national test results in reading, writing and mathematics for Year 2 pupils are very high. Standards at the end of Year 6 are well above average in English and science and above average in mathematics. In science, the results were in the top five percent of similar schools. Overall, this shows considerable improvement since the last inspection. The good use of information and communication technology across the curriculum is supporting rising standards in this subject.

Evidence from the inspection broadly confirms the national tests results but there are some differences. The high proportion of pupils with special educational needs now in Year 2 means that although achievement is good, standards in Year 2 are not as high as they were in the 2004 tests. Pupils make good progress between the start of Year 3 and the end of Year 6. This is due to the good teaching.

Pupils' personal developments, including their moral and social developments, are **very good**. Their spiritual and cultural development is good. From Reception to Year 6 pupils have very good attitudes and they are very well behaved, this allows them to concentrate well and make good progress in their lessons. Pupils' attendance and their punctuality are good.

## **QUALITY OF EDUCATION**

The overall quality of education is **good**. Teaching is **good** and, together with very good support from teaching assistants, helps pupils to learn effectively and achieve well. There is good provision for pupils with special educational needs. Good planning by teachers ensures that pupils of all differing abilities are catered for well in lessons but staff have not had specific training in how to support pupils who are new to learning English. The proportion of pupils who have English as an additional language has increased over recent months. Assessment procedures are very good and help to ensure that pupils are challenged in their learning and achieve well. The large number of extra curricular activities and clubs enhances pupils' learning very well. Effective care and guidance contribute to the very positive ethos evident in the school. There are strong links with parents, the community and the church. Parents are well informed about their children's progress and contribute very positively to the life of the school as many volunteer their help and support.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good** overall. Co-ordinators have strong subject knowledge and have a positive impact on the management of their subjects. The headteacher is supported well by other key staff and the governing body. Management is good. Governance is good.

The leadership of the headteacher is very good, she has a strong commitment to raising standards and ensuring that all pupils achieve to the best of their ability. A clear vision and high aspirations for the success of the school ensures that standards are rising rapidly. Governors are effective in carrying out their statutory duties and in providing support. There is strong teamwork amongst all members of staff who are determined that pupils will achieve as well as they can.

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

Parents and pupils are very happy and proud of their school. Parents on the whole feel well informed and welcomed and are particularly pleased with the standards their children achieve. Pupils really like their school and feel strongly that they do interesting things and that their teachers care about them. Both parents and pupils commented on how much the learning environment has been improved, making the school a pleasant place to learn in.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching further by ensuring that staff are trained in how to identify and support the needs of pupils at the earliest stages of learning English as an additional language.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is good overall. Pupils start school with a wide variety of attainment but generally it is as expected for their age. They reach the early learning goals in all areas of learning by the end of the Reception year. The 2004 national test results for Year 2 and Year 6 were very high. Inspection evidence shows that in lessons the standards achieved in Year 6 in English and ICT are well above average. In mathematics and science the standards achieved are above average. In Year 2 lessons, standards in English, mathematics and ICT are broadly average and in science they are above. Pupils continue to achieve well compared to their starting points and make particularly good progress between the start of Year 3 and the end of Year 6.

#### Main strengths and weaknesses

- The 2004 tests results at the end of Year 2 and Year 6 are very high.
- Standards achieved in lessons in Year 6 are very good in English and good in mathematics and science.
- Standards in Year 2 are similar to those found in most schools in English and mathematics but pupils achieve well. There are a significant number of pupils with special educational needs in this year group.
- Pupils with special educational needs and those with English as an additional language achieve well.
- Standards in ICT are much improved and are now well above those found in other schools in Year 6.
- Pupils achieve good standards in art and design, history, music, and physical education by the end of year 2 and Year 6.

#### Commentary

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

Standards in:	School results	National results
reading	17.7 (16.1)	15.8 (15.7)
writing	16.1 (14.7)	14.6 (14.6)
mathematics	17.5 (17.0)	16.2 (16.3)

*There were 33 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 2004**

Standards in:	School results	National results
English	28.7 (27.2)	26.9 (26.8)
mathematics	28.0 (27.9)	27.0 (26.8)
science	31.5 (28.9)	28.6 (28.6)

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

1. In 2004, national test results for pupils in Year 6 were well above those normally found in English and science. They were above the national picture in mathematics. When compared to similar schools the picture was just as positive: in science performance was in the top five per cent

of all similar schools. The standards achieved by pupils currently in Year 6 are very good in English and information and communication technology. They are good in mathematics and science.

2. Standards have risen since the last inspection and are a considerable improvement on the 2003 test results. Overall, the Year 6 results are rising faster than the national trend.

3. The standards achieved at the end of Year 2 in the 2004 national tests were well above average in reading, writing and mathematics. Currently standards are not as good as in previous years. The school is well aware of the dip and have looked carefully into reasons for this. There are twice as many boys than girls in this particular year group and a significant number of pupils (approximately one third) have special educational needs. The school is providing extra support for this class in order to help pupils to achieve well.

4. Inspection evidence indicates that the school's actions are appropriate: achievement is good overall. This is a direct result of the good teaching they receive as they move through the school. The leadership and management by the headteacher and other key coordinators are having a positive impact on raising standards.

5. Pupils with special educational needs achieve well as they move through the school. This is because the work planned is at a suitable level to give them the confidence to move on successfully to the next stage in their learning. They are supported effectively in class and in small groups for literacy and numeracy by well-trained and effective teaching assistants.

6. There are increasing numbers of pupils with English as an additional language joining the school and this has an impact on overall standards. For example, the number of pupils who have English as an additional language has doubled in the past ten months. Pupils with English as an additional language achieve well overall but for some, achievement is not quite as strong as it should be.

7. Pupils have a good and increasing knowledge and understanding of all the elements of the information and communication technology curriculum. They are well taught and have many opportunities to improve their skills in lessons as the curriculum is covered in depth. There are also many planned links with other subjects so that pupils achieve well above average standards. Resources have improved since the last inspection and have been a significant factor in raising standards.

8. In art and design, history, music and physical education pupils at the end of Year 2 and Year 6 achieve standards that are above those found in other schools. Standards have improved due to a number of factors;

- strong leadership and management of curriculum subjects areas by the head teacher and subject coordinators;
- teachers' good subject knowledge;
- a rigorous approach to assessment and planning to meet individual needs;
- improved teaching methods;
- Very good support from teaching assistants where it is most needed.

9. There are no significant gender differences in attainment, although some boys in the infant stage have been identified for more specific support.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school; their behaviour and overall spiritual, moral, social and cultural developments are all very good. This is much better than at the time of the last inspection. Attendance and punctuality are good.

### Main strengths and weaknesses

- Pupils' interest and involvement in school life are very good and are significant factors in the progress they are making in their learning.
- Pupils' behaviour is very good and also contributes to their achievements.
- Year 6 pupils have whole school responsibilities and younger pupils have class responsibilities which encourage mature attitudes.
- Pupils' moral, social and cultural developments are very good.

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

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.3
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.*

### Commentary

10. Pupils have very positive attitudes to their school. They conduct themselves in a mature manner and speak confidently about how much they enjoy school. In lessons they listen attentively to their teachers.

11. Pupils behave very well. A draft behaviour charter has recently been written in consultation with parents. It is attractively designed and written in clear language so that the pupils can easily understand the school's high expectations for good behaviour. There were no exclusions in the year prior to the inspection.

12. Pupils are very proud of their school. Year 6 pupils take on whole school responsibilities in a mature way. These include helping younger pupils in the dining-hall and playground. As a result there are good relationships between pupils from all year groups, different ethnic groups and boys and girls. The school council is an important forum for pupils to put forward their ideas and views and staff listen and act on them.

13. Pupils' spiritual development is mainly through assemblies and religious education lessons. Their moral, social and cultural developments are very good and are evident in many areas of the school's activities. The school teaches pupils to take responsibility for their own actions, which they do well. A good example of this was in a physical education lesson where the teacher spoke about sportsmanship in the context of losing or bad behaviour by others and the appropriate way to respond. Pupils learn to work cooperatively with others in teams, to listen to each other and to respect others. Pupils from a nearby special school make regular visits to the school, with Year 4 pupils making return visits. This is a very important relationship for all concerned.

14. Attendance is above national average and has remained so over the past few years. However, some parents continue to take their children on holiday during school time, especially towards the end of term. Most pupils arrive punctually.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching is good and the curriculum is also good. The school provides very good opportunities to enrich and enliven children's learning. Its provision for children's care, welfare, health and safety is very good as is the partnership with parents.

### Teaching and learning

The quality of teaching and learning is good overall. Assessment is very good.

### Main strengths and weaknesses

- Good support from teaching assistants enables pupils to achieve and learn well.
- In Reception, adults work very well together and support children in their learning.
- Assessment procedures are related well to the stepping stones and enable teachers to match work to children's needs.
- In Years 1 to 6, teachers have good, confident subject knowledge and give clear explanations so that pupils learn well.
- Literacy and numeracy lessons are well planned and ensure basic skills are taught well.
- Challenging tasks get the best out of most pupils.
- High expectations of pupils' attitudes ensure that pupils listen and learn.
- Good differentiation of activities allow the majority of pupils, including those with special educational needs to achieve to the best of their abilities.
- Very good assessment helps to raise standards and ensures a very good match of work to pupils of all abilities

### Commentary

#### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (27%)	19 (51%)	8 (22%)	0 (0%)	0 (0%)	0 (0%)

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

15. The quality of teaching and learning is good and represents an improvement since the last inspection. This is because leadership and management recognise the benefit of regular evaluation of teaching followed by clear guidance as to how teachers can improve practice. Parents overall are very pleased with the teaching their children receive.

16. Children settle into school very quickly and achieve well because staff work well together. A wide range of activities is carefully structured and in these early days provides the much needed link between nursery and school. Activities also challenge children to think hard and provide opportunities for them to make choices enabling them to develop independence, particularly in their choice of out door activities. This has a positive effect on raising standards.

17. Lessons throughout the school are well prepared. The learning environment is stimulating and inspires children to want to learn more. Teachers are clear about what they want pupils to achieve and they rise to the challenge and do their best. They give clear explanations and demonstrate strategies for learning. This gives pupils the confidence to work independently and achieve above average standards.

18. Teachers have good subject knowledge and a good understanding of how children learn. For example, Year 2 pupils achieved well in a mathematics lesson on place value when the class teacher showed them alternative ways to solve their problems. Teachers place strong emphasis on

helping pupils to make links between subjects. For example, information and communication technology is used in English and mathematics. This means that pupils apply skills, knowledge and understanding from one subject into other curriculum areas and this too enables them to achieve well.

19. Basic skills in literacy and numeracy are taught well. This is because lessons are well structured towards the primary strategy. There is a good emphasis on the development of skills in phonics, reading, spelling, writing and calculation. Well-led discussions and opportunities for pupils to work in pairs and groups ensure that they make good progress in developing their speaking and listening skills.

20. Procedures for assessing pupils' attainment are very good. They support teachers' planning and ensure the needs of pupils are met including those with special needs.

21. Pupils' progress is tracked carefully as they move through the school. Information from assessments enables teachers to set targets for improvement for different groups of pupils. These are communicated well to them and contribute to rising standards. Individual targets are clearly identified and shared with pupils and parents of those pupils with special educational needs. Lower attaining pupils are supported well by teaching assistants and make good progress. Marking often praises pupils' efforts. It is relevant and clearly identifies to pupils how they can improve their own work. This also contributes positively to raising standards.

22. Teachers and teaching assistants have not yet been trained in how to support pupils who have English as an additional language. As a result some pupils do not make as strong progress as they should although overall, pupils with English as an additional language achieve well. There are increasing numbers of pupils joining the school who have English as an additional language. In the last ten months the number of pupils who are learning English as an additional language has doubled and 25 per cent of the new intake of children in Reception have English as an additional language.

23. The teaching of pupils with special educational needs is good in the infants and very good in the juniors. Teachers plan effectively and expect the most of the pupils who demonstrate good learning. Teaching assistants work very effectively to support these pupils with their learning and work in class. The effective deployment of support staff is a particular strength of the school. Teaching assistants keep daily records of pupils' progress to enable teachers to plan effectively for them. Teachers provide subject specific word lists to help pupils with their writing in each subject. Often teachers take into account pupils' different learning styles, providing lap top computers for them to work on and the work they have done before to help them achieve as well as they can. This form of intervention has resulted in a reduction of the number of pupils on the special educational needs register.

## **The curriculum**

The curriculum in the Foundation Stage and Years 1 to 6 is well balanced and is effective in promoting pupils' achievements. In all year groups the curriculum provides interesting and challenging experiences. The accommodation, resources and good quality staff, support the curriculum very well.

## **Main strengths and weaknesses**

- A broad range of really worthwhile activities motivate pupils to want to learn in all year groups.
- There are many opportunities for enrichment through extra curricular provision, visits to places of interest and visitors to the school.
- Very good deployment of support staff and the effective use of the accommodation and resources contribute to the very positive learning environment that permeates the school.

## **Commentary**

24. The school provides a broad and challenging curriculum that offers a wide range of teaching strategies that take into account children's different learning styles. The introduction of specialist teaching in art and design, music and religious education have already had a very positive impact on standards.

25. Teachers throughout the school place strong emphasis on pupils' individual development. Pupils' work and evidence from lessons show that they have many opportunities to use their initiative and express their own points of view.

26. Expertise from outside and within the school is used very well to enrich the curriculum. For example, the local borough's health consultant is involved in the provision of the programme for sex and relationships education in Year 5. She has also run workshops for parents of Year 6 pupils to help them support their child prior to and after transfer to the next phase of education.

27. The curriculum is planned thoroughly. In the Foundation Stage, work covers all the areas of learning and children are challenged to begin work on the early stages of the National Curriculum. In Years 1 to 6, all subjects of the National Curriculum and religious education are taught. Statutory requirements are met in the curriculum and in the provision of a collective act of worship. The quality of teaching and learning is evaluated regularly by staff, led by the curriculum leaders and senior management team.

28. Pupils are prepared very well for subsequent stages of education. They are well motivated and are developing greater independence as they progress through the school, confident in their ability to use their initiative.

29. Teaching assistants provide very good support. They have very good subject knowledge and considerably enhance the everyday provision for pupils.

30. The provision for pupils with special educational needs is good. Strong emphasis is placed on the early identification of special educational needs and an analysis of pupils' learning difficulties. The school has a very inclusive ethos and pupils with special educational needs have good opportunities to take part in classroom activities and events in the wider community. Pupils with special educational needs make good progress throughout the school. All pupils with special educational needs have individual education plans with three or four clearly focused targets which are regularly reviewed. They are supported effectively so that they achieve them. The school's access plan for disabled pupils and adults has been planned well and implemented effectively.

31. Overall the school makes good provision for pupils learning English as an additional language. The school community is friendly and racially harmonious. Staff check the progress made by ethnic minority children to ensure they achieve well in their learning and this is broadly effective in ensuring adequate provision for the increasing numbers of children with English as an additional language.

32. Particularly able, gifted and talented children are identified and challenged effectively in the areas of curriculum in which they excel. Their progress is also checked regularly and additional learning challenges often arranged for them. For example, in Year 6 able young scientists are invited to attend special science activities at a local high school.

33. The school provides a varied and colourful programme of experiences for many of the children outside the school day. They participate in many sports, musical and dramatic activities. Experts in their field provide some of these activities, for example sports coaches do much to add to the children's skills in football, a private modern languages organisation provides opportunities to learn French and a local martial arts group offers sessions on karate.

34. There is a good number of teaching and support staff with a very good range of expertise to meet the needs of the curriculum. Teamwork is strong and all staff co-operate well to benefit the pupils.

35. The school's accommodation is good as are the resources available for staff and pupils. There are specialist facilities for information and communication technology, special educational needs and art and design that are used effectively to raise standards. The learning environment has been greatly enhanced throughout the school in recent years. The classrooms are bright, well lit areas and these are further improved by the excellent displays of pupils' work and general display boards. The recent introduction of interactive whiteboards is having a positive impact on learning. Teachers use resources well to make learning interesting. Visitors and visits to places of interest do much to broaden the curriculum and promote learning in art and design, drama, music, history, geography and science.

### **Care, guidance and support**

The care, welfare, health and safety of pupils are very good as is the support and advice provided for pupils.

### **Main strengths and weaknesses**

- The school is a safe and secure environment for pupils to work in.
- Pupils have good relationships with many adults.
- Excellent induction of new pupils into Reception helps them to settle quickly into school.

### **Commentary**

36. There are very good health and safety procedures. Child protection procedures follow local procedures and have recently been updated in line with current practices. The school regularly conducts audits to ensure the safety of all users of the school. Staff deal with medical incidents appropriately. The school is involved in a number of healthy living initiatives including the provision of daily fruit for the younger pupils.

37. Assessment and monitoring of pupils' academic progress is very thorough. Pupils' progress is tracked carefully as they move through the school and used to set targets. Pupils of all abilities are supported well including those with special educational needs. The good relationships that pupils have with many adults in the school add to the quality of support. Teachers and teaching assistants know their pupils well and this contributes effectively to the improving standards.

38. The induction of new children into the Reception class is excellent. Staff visit children's homes and the local nurseries that children come from to gather information so that tasks can be planned to meet their needs when they start school. An open evening is held for parents before their children join the school to provide more information and children spend time in class. At the end of the Reception year, parents are invited to say what they felt about the school's induction programme. The school then acts on this information to improve the provision for pupils next year. Pupils who join at other times in their school life are encouraged to visit prior to starting. A fellow classmate will act as a "buddy" to help them settle in.

39. Teachers consult pupils through questionnaires and the school council. The results of the school's own questionnaire and that completed prior to the inspection show high levels of satisfaction with the school. The school council is viewed by pupils and staff as having an important role. The school's active policy of seeking out the views of pupils is effective and another factor in their positive attitudes towards their learning.

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

Links with parents, the community and with other schools are all very good which is similar to the findings of the last inspection.

### **Main strengths and weaknesses**

- Information to parents on their child's achievements is very good.
- The overwhelming majority of parents are very happy with the school.
- Many parents are involved in school life to the benefit of the pupils.
- Very good links with a local special school and with the local secondary school impact
- The school consults parents very well and this supports the good links between home and school.

### **Commentary**

40. The school reports very well to parents on their child's progress. In the autumn and spring terms teachers discuss with parents, the targets they have set for each child and the progress made. The annual reports are very good and are unique to the child, stating what they know, can do and understand in the different subjects. For each subject targets for further development are set. Pupils also comment on their progress and parents have the opportunity to respond to the reports.

41. The majority of parents are very pleased with the school. Those who have been involved for some years recognise the progress made since the last inspection. They agree that the headteacher and staff are welcoming and are pleased at the level of information they receive and the homework provision. Parents are confident that the school deals with concerns and complaints effectively. The school consults with parents widely on many aspects of school life, for example the behaviour charter and the healthy living initiative.

42. Parental involvement in their child's education is good. Parents and governors help out, for example with reading. They are also heavily involved in the general life of the school and there is a strong school association that raises money for the school. Many parents attended the harvest festival, participating in the worship and staying on afterwards to help pack food brought in by the children as gifts to the elderly in the nearby respite home. Parents also support the school's policy with regard to homework.

43. The school has very good links with the nearby special and secondary schools. Many pupils transfer from local nurseries and others come from a variety of pre-school establishments. The links with these establishments are good. Pupils benefit from their specialisms such as in physical education and science. There are strong links with the church and the vicar is involved in the work of the school. All this contributes well to the school's positive ethos.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management by the headteacher of the school are very good. Governance is good. The headteacher has a clear vision of how to develop the school. She is very well supported by the senior management team and the rest of the staff. Subject co-ordinators are keen and enthusiastic and knowledgeable in their subject areas. All of this supports the improving standards pupils achieve, and has a positive effect on the ethos and learning environment in the school. The principles of best value ensure that the school gives good value for money.

### **Main strengths and weaknesses**

- The headteacher has high aspirations for the development of the school.
- There is a thorough school improvement plan which reflects and promotes the school's clear vision for improvement and raising standards.
- The school undertakes regular self-evaluation and uses the findings effectively.



- The governing body has a good understanding of the strengths and weaknesses of the school and is a more challenging force in helping to move the school forward.

## **Commentary**

44. The headteacher provides very good leadership. Together with the senior management team, she has high expectations for the achievement of pupils. The school is strongly committed to an inclusive Christian approach. High aspirations by all staff are the main reasons for the good standards that pupils achieve, and the successful learning environment of the school. The head teacher has a clear vision of the school's strengths and what it needs to do to improve. The management of the school is good and the thorough self-evaluation that the school undertakes clearly identifies areas that need improvement. These are then discussed amongst all staff and are acted upon in the best interests of the children.

45. There is a thorough school improvement plan which reflects and promotes the school's clear vision for improvement and raising standards. This in itself is an improvement since the previous inspection. All staff and governors are involved in its formation and it is regularly reviewed with time given to reflect on the progress that is being made. Areas identified for improvement are relevant and realistic yet at the same time challenging, again reflecting the school ethos to allow all pupils to achieve to the best of their abilities.

46. Planning, teaching and learning are regularly monitored and constructive feedback given to all staff. This is an improvement since the previous inspection. This results in good quality teaching and learning across the school and culminates in an ethos in which every individual is valued and praised so that standards are raised. The stimulating learning environment reflects the high aspirations of the leadership and management team.

47. The school undertakes regular self-evaluation. Questionnaires are sent home to canvass both parents' and pupils' views and opinions of the school. For example after a curriculum evening run to inform parents about reading and the way it is taught within the school, parents were asked for their opinions as to how the meeting went. These questionnaires are then carefully analysed to see where improvements need to be instigated and to review what is working well. Parents at the parents' meeting prior to the inspection and those responding to questionnaires said that the school is open to comments and suggestions that they make. This was also reflected in pupils' comments. The school council said it was proud to 'have a voice in the school.'

48. The governing body shares the headteacher's clear vision for the development of the school. Governors are well informed and come into school regularly. They are very supportive and now have a much clearer knowledge and understanding of the strengths and weaknesses in the school. They are actively involved in the development of the detailed and well-focused school improvement plan and are regularly updated about all developments. Many members of the governing body are regular visitors and helpers within school and give of their time freely to benefit the pupils.

49. Subject coordinators have strong knowledge of their areas of the curriculum. They are enthusiastic and their hard work is instrumental in the raising of standards within subjects. There is no specific coordinator for the support of pupils with English as an additional language, and staff have not been trained in how to give specific and relevant support for these increasing and growing numbers of pupils.

50. The special educational needs co-ordinator is effective. The coordinator ensures that all the pupils with special educational needs have personal conferences to discuss their learning. There are very good links with the local special school and reciprocal visits are made. Since the last inspection there have been improvements in planning and support for pupils with special educational needs. The management of special educational needs is good and receives effective support from the special educational needs governor, who is well informed and committed to the role.

51. The budget is administered well and the governing body oversees actions. The principles of best value are used to ensure that money is clearly allocated to where the greatest needs are. The carry forward this year is high and is being used to pay for additional teaching assistants. The school has identified this support as having a very positive impact on the standards which children achieve.

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

Income and expenditure (£)	
Total income	672399.51
Total expenditure	664844.91
Expenditure per pupil	3196.36

Balances (£)	
Balance from previous year	30786.68
Balance carried forward to the next	13965.13

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

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

52. Provision for children in the Foundation Stage is **good**.

53. Most children begin school with some pre- school experience. Children enter the Reception class in September of the school year in which they become five. There are excellent arrangements for new entrants. These include visits by the Reception teacher and nursery nurse to see the children in their own homes, and at the main nurseries which they attend. Children are also invited in to school the term before they start so that they can have a 'taster' of what Reception is like. This is very helpful both for children and parents. These strategies ensure that children have a smooth and welcoming start to their time at school.

54. Because of consistently good teaching by both the teacher and support staff, all children make rapid progress during their time in Reception and achieve well. There are good systems for ongoing assessment, well related to the Foundation Stage profile and tracking of pupils throughout the Foundation Stage for all the areas of learning. These are regularly filled in and monitored by both the teacher and the teaching assistant in the Reception class. These start from the very moment children first arrive at the school. Systems for identifying pupils with special educational needs and those with English as an additional language are good. They are well supported by large numbers of adults, many of whom are volunteers, throughout their time in Reception, so that children achieve as well as they can. The Reception class has good classroom accommodation and the newly developed outside area linked directly to it is a positive development since the last inspection and enhances children' learning.

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

Provision for personal, social and emotional development is **good**.

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

- Staff provide good opportunities for children to work independently and to cooperate with each other; they set children a good example of how to treat other people.
- Children settle into school and learn the new routines quickly.
- They work well together and show a mature understanding of how they should behave at school.

#### **Commentary**

55. There are good systems and strategies in place to ensure that children have a smooth and welcoming start to their time at school. All adults working in Reception have a good knowledge and understanding of the early year's curriculum and are well versed in settling children into school life. There is a good balance of directed and group activities and free play. Staff help children to develop their ability to stay with an activity and to develop their concentration. Adults intervene well in children's learning when needed and this really supports them when they are learning something new. There are regular times for social activities, for example, during fruit time. The links with home and school are very good and children look forward to taking home 'Bobby Bear' to look after. They enjoy telling their classmates about Bobby's visit. Children are encouraged to be independent in putting on coats and painting aprons. Staff are positive in their response to pupils' achievement; they value every child regardless of ability and give whatever support children need to develop their confidence in themselves as successful learners. Children achieve well mainly due to the good quality of teaching they receive. The majority of children are on course to exceed the early learning goals in this area of learning by the end of the Reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- All staff understand how to help children to develop their spoken language skills.
- There is a wide range of opportunities to practise reading and writing from the first day at school.
- Careful attention is given to teaching and learning the sounds letters make.

### **Commentary**

56. Adults working within the Reception class encourage children's spoken language through the good use of questioning and by providing a variety of activities to encourage their speaking. The school places great emphasis on the importance of learning to read and encourages children to share books at home with their parents. Staff take every opportunity to help them to recognise words, signs and symbols. There are many labels in and around the classroom and outside, encouraging children to recognise words at every opportunity.

57. Previous work shows that the majority of children practise clear and correctly formed handwriting. At the current stage in the year writing is still in its earliest development and many children as yet are not aware of how to hold a pencil properly and only make haphazard marks on paper. There are many and varied opportunities to encourage children to recognise and write their own names. Children have good speaking and listening skills, and enjoy listening to music, songs and traditional stories on tape.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Practical activities really support children's learning of new concepts.
- Clear teacher explanations ensure that children grasp new ideas quickly.

### **Commentary**

58. Teaching and learning are good in this area of learning and therefore children achieve well. Reception children are learning to recognise numbers up to ten and two dimensional shapes through playing with shape puzzles. A well planned practical lesson introducing the concept of 'taller than' enabled real progress to be made in children's learning. Children had to sort themselves into a line with the tallest at one end and the smallest at the other. Real learning took place as they started to organise and sort each other out by comparing heights. Teachers and support staff intervene well to ensure children do not miss opportunities to practise mathematical skills, for example, when listening to the diary of Bobby Bear the teachers asked mathematical questions to support children's learning of simple addition. Most children are on course to reach the early learning goals in mathematical development by the end of the stage.

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

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

### **Main strengths and weaknesses**

- Teachers provide good opportunities that enable children to learn from first hand experience.
- The stimulating environment promotes pupils' interests and curiosity.
- There are many opportunities for building and creating things.
- Good use of information and communication technology.

### **Commentary**

59. Practical activities such as planting violas, leaf printing and experimenting with play dough and water enhance children's learning about the world around them. Children have good access to computers to enhance their learning in other subjects. Children working on a programme related to their reading scheme showed confidence and skill in the way they used it. Their confidence was helped by the good support and encouragement they received from adult helpers. This is good attainment for children of this age and shows that children achieve well. There are many opportunities for creativity and building things. For example, children used building blocks to make towers 'taller than' them, linking their work to their mathematical development. On another occasion they were able to paint pictures from their imagination.

## **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **good**.

### **Main strengths and weaknesses**

- Children have access to a good range of activities that help them develop fine hand movements and co-ordination.
- Outside play areas are used well to develop physical skills.

### **Commentary**

60. There is a wide range of activities on offer to give children practice in manipulating small toys, building materials and tools and they are learning how to use pens and paintbrushes appropriately. Reception year children are developing their confidence in balancing, and climbing. During a physical development lesson children followed clear instructions to move, stretch and balance and achieved well. Children behave very well and teachers have good behaviour management strategies. The majority are on course to reach the early learning goals in this area of learning.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- A good range of activities enable children to achieve well in their creative development.

### **Commentary**

61. Good opportunities provided in experimenting with free painting allow children to achieve well in this area of learning. Other activities such as leaf printing and paintings in the style of Miro also support the development of new skills. Children thoroughly enjoy experimenting in music

making with saucepans, lids and the drum kit. There are numerous opportunities for singing nursery rhymes and songs throughout the day, such as when changing for physical development lessons.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are higher than at the time of the last inspection and performance in the 2004 national tests is very high.
- Presentation has improved.
- English work is very well planned across the school.
- Pupils are motivated and achieve well.
- Very effective use of teaching assistants, parents and governors support pupils' learning.

#### Commentary

62. Standards in lessons in reading and writing are average overall by the end of Year 2 and well above average by the end of Year 6. Performance in the 2004 national tests at the end of Year 2 and the end of year 6 is very high. Standards in lessons are not as good as in the 2004 national tests because there are more children in the year group with significant special educational needs. However, pupils achieve well compared to their starting points.

63. The school has identified where the difficulties lie and has responded by targeting support for specific pupils in order to raise standards. Very good leadership by the headteacher, very effective co-ordination by the English co-ordinator and very good teamwork by the teachers ensures that there are high expectations of what pupils can achieve throughout the school.

64. The quality of teaching and learning is very good overall. Teachers have very good knowledge, skills and understanding of English and ensure that pupils understand and use correct terminology. In all the English lessons observed, the teaching was never less than good. In very good lessons there was a very clear sense of purpose. Teachers link learning to previous work and use questions effectively to clarify thinking and extend learning. Teaching and learning is continuously monitored in order to ensure pupils maintain the progress they should. As a result pupils learn successfully and achieve well.

65. Teachers plan their lessons very thoroughly to match pupils' differing abilities and learning styles so that they achieve well. There is a very good mix of practical activities and direct teaching and all pupils, including those with special educational needs and those with English as an additional language are fully included in lessons. Teachers use new technologies such as interactive whiteboards, laptop computers and listening centres very effectively to enhance pupils' learning. For instance, in Year 6, pupils worked in pairs on laptop computers using an animated programme to learn the correct usage of colons and semi-colons. At the end of the lesson the teacher had a quiz set up on the interactive whiteboard and pupils were very eager to use it to demonstrate their new learning.

66. Pupils' attitudes to learning English are very good. Their behaviour is consistently very good and they show high levels of engagement in their work. This has a really positive impact on pupils' learning and achievement. In many lessons observed, groups of pupils worked independently and with good concentration while the teacher worked with another group. Throughout the school pupils are motivated and respond well to the sharp pace and challenge set by the teachers. Relationships are very good and pupils are confident to contribute to class discussions knowing that their suggestions will be received with courtesy and respect.

67. Pupils speak in class audibly and with confidence. They talk enthusiastically and with clear articulation about their work. One six year old explained that 'In an information book when you come to a word in bold you turn to the glossary to see what it means'. Teachers encourage pupils

to talk in pairs very effectively in a variety of situations so that they can explore ideas and practise answers prior to offering their suggestions to the class.

68. Reading has a high priority in the school and pupils enjoy it. The library is well stocked. Teaching assistants, parents and governors regularly visit the school to hear pupils read, and this supports the high standards that they reach. Younger pupils know many different ways to work out words that are not familiar to them. They talk knowledgeably about their favourite books and stories often showing clear understanding of the characters and the plot. Achievement in reading is carefully monitored by the effective use of reading records and pupils are challenged in their range of reading books. Thesauruses and dictionaries are readily available and pupils in the junior stage have access to reading materials on the internet.

69. Pupils across the school write for a variety of purposes and in different genres. For instance, in a Year 2 class, pupils made an 'ice cream delight' in one lesson and followed it up the next day by writing numbered instructions on how to make the dish.

70. Standards in writing are not as good as those in reading amongst the younger pupils due to the larger numbers of special educational needs pupils identified in Year 2 although this has been identified as an area for development by the school and targeted support has been put in place.

71. Standards in presentation have improved since the last inspection. Displays and samples of pupils' work demonstrate very good standards of handwriting and neatness. Pupils take pride in their work because what they achieve is valued by the staff and displayed well for others to see.

72. Enjoyment is a key factor in the learning of English. Each pupil maintains a writing portfolio throughout their time in the school which celebrates their best work and is a chronicle of their progress. There is a Reading Club which successfully encourages less fluent readers. Book week is held each year when visitors come into the school to share stories and factual accounts.

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

73. All teachers have high expectations of what pupils can achieve. There are regular opportunities for pupils to use computers to present their work attractively in all subject areas. The school has a language rich environment which stimulates learning. There are good links between literacy and other areas of the curriculum such as design and technology when writing instructions and history and geography.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Teachers' subject knowledge is good and teaching assistants are well deployed so that they support pupils learning very effectively.
- Pupils' attitudes to learning in mathematics are very good.
- Standards are much higher than at the time of the last inspection and are above average. This has been brought about by significant improvements in the quality of teaching and planning of lessons.
- The coordinator for mathematics provides very good leadership.

### **Commentary**

74. In 2004, overall results in national tests taken by pupils at the end of Year 6, were above average in comparison to all schools and well above average when compared with similar schools. In the same year, results in national tests taken by pupils at the end of Year 2 were well above



average when compared with all schools nationally and with similar schools. The results reflect rising standards over the last two years.

75. The school's results in national tests are higher than at the time of the last inspection. This is because all groups of pupils, including those with special educational needs and English as an additional language as well as brighter pupils, experience lessons that are well taught and in which tasks are well matched to their ability and learning styles. There is a detailed programme of work, which covers a broad curriculum. Teachers mark pupils work with care and often give a clear indication of what they can do and how to improve their learning. Teachers use regular assessments to track pupils' achievements and adapt their planning and teaching to more effectively meet the needs of different ability groups.

76. Teaching is good overall. Teachers are very knowledgeable about the subject and their enthusiasm is communicated really well to the pupils. They give clear explanations and use resources to good effect to motivate and stimulate pupils to do as well as they can. As a result, pupils acquire skills, knowledge and understanding of the four rules of number and how to apply them accurately to a range of situations. High standards of behaviour and very good attitudes to learning mean pupils work productively, both independently and in groups. Their exercise books show pride and care in the presentation of their tasks. All lessons have a clear structure and begin with a reminder of what pupils have learned before; this reinforces pupils' previous learning and ensures that they are well prepared for the next stage of their learning.

77. Teaching assistants give very good support as there is close liaison with individual class teachers so that they know what needs to be done. Teaching assistants are well informed and their very good subject knowledge enables them to adapt the resources to best meet the needs of pupils.

78. The subject is very well led by the coordinator, who has developed a clear vision for the future. Teachers have a very clear understanding of what has to be taught, when and how. The quality of teaching and learning is monitored carefully and training is well geared to teachers' needs.

79. Pupils' progress is tracked very closely by the coordinator and the school leadership. This means underachievement is identified quickly and support given where it is most needed. The school analyses this data and information from national tests results to check that all the different groups in the school are making the progress they should.

### **Mathematics across the curriculum**

80. Mathematics is used effectively across the curriculum, especially in science. This helps pupils to understand its practical application in other subjects and in day to day life.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Performance in the 2004 national tests is well above average.
- Teachers' subject knowledge is good.
- Children's attitudes to learning in science are very good.
- The coordinator of science provides good leadership.
- Teaching assistants are well deployed and they support children's learning very effectively.

## Commentary

81. In 2004, overall results in national tests taken by pupils at the end of Year 6 were well above national averages. They are also well above those in similar schools and are in the top five per cent. These results reflect a considerable improvement on standards at the time of the last inspection. The high proportion of children in Year 2 with special educational needs has had a significant impact on standards in lessons this year: as a result standards are not as good although pupils still achieve well given their starting point.

82. Pupils with special educational needs receive the support they need to take a full part in lessons and they too achieve well. The subject is enjoyed by girls and by boys who achieve equally well.

83. In Year 2 pupils describe the effects of exercise on their body and can observe changes in heart beat, body temperature and perspiration. They sort animals according to their characteristic features associated with adults and babies of the species. They can identify different types of food, group them according to their characteristics and design a healthy, balanced meal. There are good links with other subjects such as maths as pupils record the results of a class survey on favourite foods using information communication technology to draw their graphs.

84. In Year 6 pupils describe the changes of state of water as it changes from a solid to a liquid and then to a gas. They can confidently explain the water cycle using terms such as evaporation and condensation. Able children can explain how these changes of state are caused by the effects of heating and cooling on the behaviour of the water molecules. Pupils set themselves scientific questions such as 'How does the temperature affect the speed of evaporation?' and set up experiments to answer the question ensuring that their investigations are fair and reliable. They can record their results accurately using line graphs and well-constructed diagrams.

85. The quality of teaching is good because teachers demonstrate good subject knowledge. They use questioning very effectively to test and challenge thinking. Marking is used to positive effect and provides useful guidance for pupils to help them move their learning forward. A range of assessments is used to monitor pupils' progress and understanding and planning is adapted to address identified gaps in pupils' learning. The planning of lessons is very clear and provides a good coverage of 'life processes', 'materials and their properties' and 'physical processes'. Analysis, by the Science Coordinator of test results showed that pupils were less confident in undertaking Scientific Enquiry and she has consequently taken steps to improve this aspect of the science teaching by providing additional training for all teachers.

86. Science is led and managed well. A careful check is kept on pupils' progress through the school and the quality of lessons taught. The coordinator ensures the provision of good equipment for all year groups and has established links with a local high school to provide enrichment activities for able Year 6 pupils.

87. Teaching assistants are very good at supporting pupils and adapting learning resources to particular pupils needs. They are fully involved in the planning of lessons and in assessing pupils' work.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

### Main strengths and weaknesses

- Very good co-ordination of information and communication technology supports rising standards.
- Very effective use of a variety of technology aids across subjects and throughout the school also helps to raise standards.

88. At the last inspection standards in information and communication technology were satisfactory. This was partly because the school's strategic plan had not been sufficiently shared with the teachers and there was no agreed scheme of work for teachers to follow. Since the last inspection a computer suite has been installed which can accommodate a whole class and laptop computers have been purchased for use throughout the school. The co-ordinator is knowledgeable and enthusiastic and leads by example. A detailed policy and scheme of work have been drawn up for teachers to follow to enable pupils to develop their skills systematically. Interactive whiteboards have been installed in every class and all teachers have successfully completed training so they can use them effectively. As a result of this commitment to new resources and the increased confidence and expertise amongst teachers, standards in information and communication technology are now well above average by the end of Year 6.

89. Only one specific ICT lesson was observed scrutiny of pupils' work and discussion with pupils and teachers also show that teaching is good in this subject.

90. There is good use of information and communication technology across the whole school. Pupils are confident in using laptops Year 1 and in the juniors, internet access is available to every year group and pupils are encouraged to research topics independently. There is a policy about safe internet access which is shared with pupils and parents. Pupils regularly use their ICT skills to enrich their learning in other subject areas.

91. Interactive whiteboards play an important part in teaching and learning. Teachers use the screens with very good effect to display text or moving images in order to aid discussion and to clarify understanding. Teachers also invite pupils to demonstrate mathematical working or to adjust text on the boards. Pupils in Year 2 were observed dragging and dropping text on the screen with confidence to demonstrate a sequence of instructions. Teaching and learning for ICT is very good throughout the school and pupils achieve very well. Attitudes to the new technologies are very positive and all pupils, including pupils with special educational needs, enjoy using the equipment that the school has available. During a meeting of the School Council, pupils gave a very good PowerPoint presentation to the visitors.

92. The co-ordinator has a clear vision for the future of ICT in the school. Internet access is to be extended to the infant department, more laptop computers are to be purchased and networked while video conferencing facilities are planned.

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

93. There is very effective use of a variety of technology aids across subjects and throughout the school. This helps to raise standards. Good use of information and communication technology was seen in art and this really supported pupils' learning of the styles of other artists.

## **HUMANITIES**

In humanities, work was sampled in **geography** was not observed. It is therefore not possible to form an overall judgement about provision in the subject. However, scrutiny of teachers' planning indicates that coverage of the curriculum across the school and through Years 1 to 6 is satisfactory.

### **History**

Provision in history is **good**

### **Main Strengths and weaknesses**

- Standards of work are above the national expectation for children aged eleven and this reflects an improvement since the last inspection.
- Lessons are planned well and teaching is effective.
- A wide range of learning opportunities including educational visits enhance children's learning.

## Commentary

94. Standards in the lessons observed and in pupils' books in Years 3 to 6 are above average and this represents an improvement since the last inspection. Pupils clearly enjoy their studies in history and achieve well. They can talk confidently about times past and show good understanding of the main events and peoples studied. In a good lesson in Year 3 pupils were studying the Romans. They looked closely at artefacts from that time and predicted what each item was used for. This generated lively discussion and encouraged children to observe and interpret the evidence before them. Pupils thought very carefully about their artefacts and came up with some rational ideas for their possible use. Many of their ideas were accurate. In the plenary pupils were asked to judge how important archaeological finds were in helping them to find out about the past. Several pupils proffered good reasons as to how artefacts help us to learn about the lives of the Romans. Classroom displays of impressive models of the interiors of Roman villas showing features such as mosaics, temples, living quarters and hypocaust heating systems gave pupils a very good idea of day to day life in Roman Times. Homework provides extra challenge and supports these good standards.

95. In a very good lesson in Year 5 pupils were studying the social structure of the Egyptians using a range of sources including interactive software on their laptop computers. Pupils were really engaged in their research to find out about the different levels of Egyptian society. Pupils talked confidently about the subject and had learned a great deal. The teacher set realistic time targets to ensure that the pace of the lesson was brisk. She also used challenging questioning as she toured the class supporting individual pupils.

96. High quality displays throughout the school give the subject a high profile. A display in Year 6 of life in Britain during the Second World War included contemporary accounts of the Blitz and artefacts such as rationing cards, an air raid helmet and propaganda posters. These stimulating displays demonstrate that the subject is brought to life for pupils and the work in their books confirms this.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **design and technology** and so it is not possible to judge standards or provision. The subject is planned to be taught in depth later in the term. Resources are good. A recent questionnaire shows that pupils enjoy design and technology lessons and the design and technology club.

### Art and design

Provision in art and design is **good**.

#### Main strengths and weaknesses

- Pupils' skills are developing well using a range of media.
- Standards are above national expectations.
- There is evidence of good curricular links with other subjects.

## Commentary

97. Standards in art and design are good overall by the end of Year 2 and by the end of Year 6. This represents an improvement from the previous inspection when standards in art and design were judged to be satisfactory. Pupils are offered a variety of experiences to learn, develop and display skills using a variety of media, such as, sketching, painting, and opportunities to try painting in the style of other artists. Throughout the school, pupils develop many artistic skills and cross-curricular activities are encouraged, for example work in Year 4 on Aztec collages relate to the pupils work in history.

98. Teaching by the specialist art teacher in the lessons seen was good. The specialist use of teaching art and design is having a positive effect on the raising of standards. Pupils are confident, keen and enthusiastic in their approach to art and design. In Year 6 pupils used sketch books well in order to develop artistic techniques, such as tone and shape in their work on Clarice Cliffe. Pupils work is displayed to a high standard and is a major influence in the positive learning environment around the school. Information and communication technology is also used well to support pupils' learning about the work of artists.

## **Music**

The provision for music is **good** overall.

### **Main strengths and weaknesses**

- The music co-ordinator is new to the school and keen to raise profile of music
- Pupils sing with enthusiasm.
- There are good opportunities for pupils to learn to play instruments
- Teachers to become more involved with music in school.

### **Commentary**

99. Two class music lessons, some instrumental lessons and the choir were observed during the inspection. Standards of singing in the school are very good. The pupils sing tunefully in assemblies and in music lessons. Pupils' attitudes are good and they take part with enthusiasm. Younger pupils can beat rhythms, identify whether sounds are high or low, soft or loud and can identify sound sources correctly. They experiment with making their own tuned or untuned instruments to make music. Older pupils learn musical terms, such as resonance, duration, pitch or tempo and can discuss how to create various effects and moods by use of different instruments.

100. The co-ordinator supports teachers with the curriculum framework and leads most lessons herself. She is keen to raise the profile of the subject further and involve teachers more in leading their own lessons. The coordinator arranges displays, undertakes assessment at the end of each unit of work and has maintained the very good opportunities available for pupils to experience music making in school. There is a choir for older pupils who sing two and three part songs confidently. Teachers from the Richmond Music Trust visit the school to teach violin. Pupils take part in musical presentations and attend concerts and a performing arts club. This motivates them to do as well as they can. Music sets the atmosphere for assemblies and a different composer is chosen each week. Resources are good.

## **Physical Education**

Provision for physical education in the school is **good**.

### **Main strengths and weaknesses**

- Opportunities for pupils to take part in sporting activities after school are very good.
- Sporting links with the wider community are good and enrich the curriculum.
- Assessment is to be further developed.

### **Commentary**

101. The last inspection found that standards in physical education in the school was satisfactory overall, achievement was in line with national expectations and planning was satisfactory but brief. Evidence from the present inspection including, observation of lessons, scrutiny of the physical education portfolio and discussions with pupils and teachers shows that despite the lack of a playing field the school provides a broad range of activities. Provision in the school is now good overall with a very good range of sports clubs available.

102. The school provides a wide range of opportunities for pupils from different age groups to take part in sporting activities through after school clubs. The clubs include rugby, football, games, gymnastics, country dancing, netball and karate. During the year pupils have 'taster sessions' in golf, cricket, trampoline and basketball. Girls and boys take part in football tournaments. In Year 4, pupils take part in a mini Olympic Games at the local secondary school. These activities do much to enhance pupils' achievements in physical education.

103. Observation of a hockey lesson in Year 4 revealed very good teaching. The lesson was well-planned with initial warm up activities. Pupils were reminded to plan their team tactics, control the ball, defend the goal when necessary and play in a fair manner. Pupils remembered the skills and techniques they had learned before and applied them well. At the end of the lesson, the pupils were given time to relax and links were made aware of the effects of exercise on their bodies and their health. They were encouraged to think about their own achievements.

104. The new co-ordinator who has a qualification in sports science plans to develop teachers' confidence in the subject, refine assessment of physical education and achieve the 'Active Sports Mark' for the school. There has been good progress in the development of physical education since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

105. The programme for personal, social and health education, including sex and relationships education and attention to alcohol and drug misuse, is a good one. In the Foundation Stage, personal, social and emotional development is taught well as it is incorporated into many of the activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

<b>The leadership and management of the school</b>	<b>2</b>
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).*