

INSPECTION REPORT

MACKIE HILL PRIMARY SCHOOL

Crigglestone, Wakefield

LEA area: Wakefield

Unique reference number: 108211

Headteacher: Mrs D P Crossland

Lead inspector: Dennis Maxwell

Dates of inspection: 21st - 23rd February 2005

Inspection number: 266692

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 175

School address: Painthorpe Lane
Crigglestone
Wakefield
West Yorkshire
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Telephone number: 01924 303520
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Appropriate authority: Governing body
Name of chair of governors: John Shillitoe

Date of previous inspection: 14th June 1999

CHARACTERISTICS OF THE SCHOOL

Mackie Hill Primary is a Community Primary School. The school is about the same size as other primary schools. There are 175 pupils on roll and almost all children come from white-British families. No pupils have English as an additional language. The level of mobility amongst the pupils is above average. The socio-economic circumstances of the families with children at the school are broadly average overall. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The proportion of pupils identified as having special educational needs and the percentage of pupils with a Statement of Special Educational Needs are broadly in line with national averages. Most of the needs relate to specific learning difficulties, moderate learning difficulties or multi-sensory impairment. There is a wide range of attainment amongst the children on entry to reception; overall their attainment is close to average but below in communication and language skills. The school is currently involved in the Excellence in Cities initiative. The school gained a School's Achievement Award in 2000 and the Basic Skills Quality Mark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Science Personal, social and health education Music Physical education English as an additional language
9981	Saleem Hussain	Lay inspector	
27477	Josephine Mitchell	Team inspector	Foundation Stage Mathematics Geography History Religious education
31963	Malcolm Padmore	Team inspector	English Art and design Design and technology Information and communication technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This good school has a very good atmosphere for learning. Pupils achieve well because the quality of education is good. The curriculum and teaching challenge pupils well. The partnership with parents is good. The headteacher provides very good leadership, and the governors give good direction and oversight. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are above average by Year 6 but language and writing skills are less confident.
- Teaching and learning are good; pupils, including those with special educational needs (SEN), make good progress.
- Pupils' attitudes to school and their attendance are very good.
- The school provides good care, welfare and guidance but individual targets are not fully used.
- The reception children do not have a secure outside play area.
- Leadership and management are good although the development plan is set out for only one year.

The school has made good improvement since the last inspection through the commitment and very good leadership of the senior staff. Standards by Year 2 have improved. Assessment procedures are now good. Management is more effective in setting clear expectations for all members of staff.

STANDARDS ACHIEVED

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

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

Pupils achieve well throughout the school. Many children enter the nursery with weak speaking and language skills which adversely affect attainment in all subjects through the school. In the foundation stage adults promote language and other skills well through many rich experiences. Attainment is close to average in the goals children are expected to reach by the end of reception except in aspects where children need language skills; standards in communication, language and literacy are below average. In Years 1 - 2, pupils make good progress and by Year 2 standards in speaking and listening, reading and writing are now average, as well as in mathematics and science. The good grounding pupils experience in earlier years is brought to fruition by Year 6. Here, achievement is good; standards are above average in mathematics and science, and average but improving in English, where good teaching and the school's focus on writing have a good impact. Pupils often demonstrate good speaking skills when working together, for example in science. Higher

attaining pupils write expressively but other pupils do not have confident speaking, writing and inference skills. Pupils with SEN progress well in their personal development because they receive thoughtful support. Standards are above average in physical education by Year 6.

The 2004 national test results for Year 6 were well above the average for similar schools in mathematics because numeracy skills are strong and less dependent on language; and average in English and science, where fewer pupils reached Level 5. Pupils achieved well between Year 2 and Year 6 although the trend of improvement in test results is below the national trend. At Year 2, results were average in reading, writing and science but below in mathematics. Fewer pupils than nationally gained level 3 in any of the tests. In writing, a high proportion of pupils only just gained the nationally-expected Level 2.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils take a very good interest in their activities. From a young age children work happily with others. They talk easily with partners but many pupils lack confidence when speaking to the whole class. Pupils develop a very good respect for others' needs and beliefs. By Year 6, pupils demonstrate very good maturity which is fostered through the very good relationships between members of staff and pupils.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching and learning is good. Children have a good start in the foundation stage because good teaching and activities encourage confident learning. Restricted access to the outside limits experience for reception children. In all classes, teachers encourage language development and engage strongly with the pupils through lively discussions. Presentations and practical activities, for example in science, help pupils to make good gains in enquiry skills although the library's limited range of books hinders independent learning. Teachers include all pupils well in discussions and challenge them to explain their ideas, but this is a difficult aspect for many pupils. The school is implementing a programme of study for speaking and writing skills but it is not sufficiently structured. Writing and language skills are promoted but some opportunities for talk are missed through the narrow questioning style.

The school makes good provision for pupils with SEN; older children demonstrate an excellent understanding and empathy for their needs. Teaching assistants provide sensitive support. The curriculum offers good interest and challenge. There are many good opportunities for enrichment, including dance sessions which the staff also enjoy. The level of care, welfare and guidance is good, although teachers are not yet making the best use of pupils' targets or simple strategies to help pupils evaluate their own learning. Pupils have good opportunities to contribute to school life. The partnership with parents and other schools is good; links with the local community are very good, and all these enhance learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has a very good vision for the school. She and other senior staff work as a strong team to achieve identified targets. Management is good and encourages continuing staff training in order to improve provision. The school's development plan provides a good basis for managing improvements for the current year but does not include intended targets over the longer term. Governance is good since governors challenge decisions and are much involved in the school's work. They provide a good steer for school improvement. Governors ensure that the school

meets statutory requirements through visits and regular checks. Financial management is good and the school applies the principles of obtaining best value well. The secretary makes a valuable contribution to the life and smooth running of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good opinion of the school that is well justified. A small number feels that communication could be improved; the inspectors find the school to be open and responsive to parents. Pupils think the school is a good place to learn and that adults listen to them.

IMPROVEMENTS NEEDED

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

- Prepare a sharply-focused scheme to improve pupils' speaking, listening and writing skills.
- Continue to develop the use of targets and assessment information to help raise standards.
- Improve access to the outside for reception children.
- Improve the school development plan by setting agreed targets over a longer timescale.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the foundation stage, in Years 1 to 2 and in Years 3 to 6. Standards on entry to Year 1 are below average in communication, language and literacy and close to average in other areas. By Year 2 standards are broadly average, and by Year 6 standards are above average.

Main strengths and weaknesses

- The strong emphasis on language is having a good impact on standards.
- Standards by Year 6 are above average, reflecting consistently good achievement as pupils progress through the school.
- Pupils' weak speaking, listening and writing skills are barriers to learning.

Commentary

1. Children's attainment on entry to the nursery class is below that expected nationally since attainment in communication, language and literacy skills is weak. The children's poorly developed speaking skills act as a barrier to learning across all areas. Children achieve well because teaching is good and activities provide rich experiences. Most children are on course to attain the early learning goals in all areas except communication, language and literacy, where aspects of spoken and written language remain below average. These continue to cause difficulty for pupils through the school

in accessing ideas and recording tasks in all subjects. They also impede pupils in their ability to reason and explain, particularly in a large group.

- The school is successful in promoting the achievement of pupils with special educational needs (SEN). Likely barriers to learning are identified at an early stage. Pupils' individual educational plans, which are prepared by teachers and the SEN coordinator, focus clearly on areas for improvement and state clear targets to be achieved.

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

Standards in:	School results	National results
Reading	16.1 (15.9)	15.8 (15.7)
Writing	14.9 (14.7)	14.6 (14.6)
Mathematics	15.5 (14.7)	16.2 (16.3)

There were 15 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	26.3 (25.7)	26.9 (26.8)
Mathematics	28.2 (28.3)	27.0 (26.8)
Science	28.0 (28.3)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- Standards in the national tests at Year 2 in 2004 were at the national average in reading and writing, and below average in mathematics. In comparison with similar schools, standards were average in reading and writing, and well below average in mathematics. Fewer pupils than nationally gained level 3 in any of the tests, particularly in mathematics, but all pupils at least gained level 2. In writing, nearly half the pupils were at Level 2C, indicating that as pupils enter Year 3 a large proportion of the pupils is not well equipped to meet the demands of the Key Stage 2 curriculum. The trend of improvement in national test results has been above the national trend over the past four years.
- Standards in the national tests at Year 6 in 2004 were at the national average in English and science, and well above in mathematics, which reflects pupils' good numeracy skills and less reliance on language. In comparison with similar schools, standards were also average in English and science, and well above in mathematics. Between Year 2 and Year 6, standards improved by the equivalent of one year more than that expected, even though the trend in standards is below the national trend, because in 2004 a much higher percentage of pupils gained Level 5 than gained Level 3 when they were in Year 2. The school's tracking records confirm that one third of pupils made more than the expected progress from Year 2 to Year 6. Achievement in mathematics was particularly good through the influence of the subject leader. In English, the school's focus on speaking and writing has not yet had much impact on formal test results.
- By Year 2, good teaching and focused support result in good achievement overall. Pupils with SEN achieve well because classroom assistants and other adults provide

good, well structured support. Standards in speaking and listening are below average; some opportunities to develop these skills are missed because the questioning approach is narrow. Standards in reading and writing improve from below average on entry at Year 1 to average by Year 2, indicating good achievement and good improvement since the last inspection. This improvement also has an effect on standards in other subjects since pupils are able to work more independently and productively. Pupils use a satisfactory range of strategies when reading but are less confident in searching for information. Standards in mathematics, science and ICT are average overall, although with few pupils at higher levels. Standards in science have improved since the last inspection. The higher attaining pupils demonstrate good understanding and are confident to explain their ideas and reasoning to the whole class.

6. By Year 6, good teaching again leads to pupils' good achievement, and standards are now above average overall. Focused support for pupils with SEN continues to have a good impact on their learning so that they achieve well. Pupils' speaking and listening skills improve by Year 6. They are confident to answer direct questions but many pupils lack the language skills to give more extended answers. Standards in reading are average although their interpretation of text and inferential skills are limited. Standards of writing are average; many pupils write in a way which engages the reader with a good range of styles. However, the school does not yet have a fully consistent approach to promoting speaking and writing skills and the scheme requires a review. Standards in mathematics and science are above average since nearly half the pupils are on track to reach Level 5. In science, for example, pupils have good investigational skills and in mathematics pupils' mental calculation and numeracy skills are good. Standards in science have improved since the last inspection and in English have declined. Standards in history, ICT and religious education are average, while standards in physical education and personal, social and health education and citizenship (PSHCE) are above average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Spiritual, moral, social and cultural development is good overall. Attendance and punctuality are very good. The school has largely maintained these strengths since the last inspection.

Main strengths and weaknesses

- Very good procedures to promote attendance lead to very good levels of attendance.
- Very positive attitudes help pupils to achieve well.
- Pupils form very good relationships with their peers.
- Moral and social development is very good.

Commentary

7. The school has made good improvement to attendance since the last inspection. Attendance is now well above average and there is no unauthorized absence. There is a healthy spirit of competition for certificates and the cup for the class with the highest attendance each week. Telephone calls are made home promptly regarding any unexplained absence and this reflects the school's very good monitoring procedures.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.1	National data	0.4

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

8. Pupils show high levels of interest and enthusiasm in lessons and other activities. For instance, during a Year 5 personal and social education lesson about school rules, all pupils were keen to make suggestions and interested to hear the views of their peers. Pupils concentrate very well and take pride in their achievements. Attitudes and behaviour in the Foundation Stage develop very positively.
9. Behaviour is good in classrooms, in assembly and in the playground. All pupils understand the school rules and the staff set very high expectations for conduct. Members of staff frequently praise pupils for their work and behaviour. A house points system is used very effectively to promote good behaviour, and a cup is awarded each half term to the house with the most points. Discussions with pupils suggest that there is hardly any bullying but when it occurs, it is dealt with quickly and effectively. There were no incidents of exclusion in the last school year.
10. The school promotes good relationships, including racial harmony, very well. Consequently, pupils play and work together very well. It is common to see pupils helping each other in lessons, for example in ICT. Older pupils are very caring towards younger ones and classmates with SEN.
11. Members of staff have worked hard successfully to raise self-esteem and confidence. Pupils develop a positive awareness of themselves. Their spiritual development is good. Opportunities in assembly and in subjects such as science and history allow pupils to marvel at the beauty of nature and consider human achievement and failing. Pupils have a very good sense of right and wrong. There are many chances for them to consider issues such as discrimination, respect, bullying and human rights in a moral context. Pupils often discuss national issues related to the environment and foxhunting, for example, deciding on their own personal values. There are many chances for social development. Pupils accept responsibility very well and know that they have an important role to play in the community. Members of the school council take their roles very seriously, as do 'fit bods' (older pupils leading play activities at break-times).
12. Cultural development is satisfactory overall. Pupils' appreciation of their own culture is good, with school trips making a significant contribution. Although pupils' awareness of others' cultural traditions is satisfactory, they would like to know more about diversity in Britain.
13. The school is highly inclusive. Pupils with SEN are fully included in the community. As a consequence of this approach, pupils with SEN take a positive approach to school and work with enthusiasm and commitment. They are capable of working both with the people who support them and independently. They work well in collaboration with other pupils in their class. The classmates of pupils with SEN are very understanding and through their positive attitudes help them to make good progress.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. It has a very good ethos for learning and a very good approach to inclusion, notably for pupils with a Statement of Special Educational Needs. The quality of teaching and learning is good through the school. The curriculum is planned well to provide rich experiences which are enhanced well by activities outside school. Provision for pupils' care, welfare and guidance is good. The partnership with parents is good and links with the community are very good.

Teaching and learning

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

Main strengths and weaknesses

- Children in the nursery and reception classes make good gains in all areas of learning because teaching and provision are good.
- Teachers place a good emphasis on pupils' language skills, although the schemes for speaking and writing need further development.
- Pupils collaborate well together during tasks so that learning is enhanced.
- Teachers have a highly interactive way of working with pupils which gives good challenge.
- The classroom assistants provide good support to pupils with learning difficulties so that they make good progress.
- Whilst assessment procedures are good overall, teachers are still developing the use of individual targets to support pupils' progress.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (12.1%)	21 (63.6%)	8 (24.2%)	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.

14. The quality of teaching and learning is good and, as a result, pupils achieve well. Teachers have good subject knowledge, which they use effectively to plan well-structured lessons with stimulating experiences. The subject leaders in the core subjects of English, mathematics and science have had a strong influence on the development of those subjects. Several teachers make good use of interactive whiteboards to enrich teaching and learning, for example to present clear introductions. Teachers usually plan for a good selection of activities which are adapted to pupils' differing prior attainment. This was seen, for example in Year 6, where lower attaining pupils were given a mix of dry ingredients to separate rather than materials mixed with water. Pupils make good gains in learning a range of skills through the impact of the teachers' good approach. Teachers usually have a good understanding of the skills and understanding intended for each lesson, and these are shared sensibly with the pupils. However, teachers are less effective in anticipating the next steps for pupils to take, and this relates to the under-use of pupils' individual targets. In addition, the

school has not yet introduced a simple means whereby pupils show at the end of lessons how well they feel they have understood their work.

15. Pupils with SEN achieve well in all areas of the curriculum. Class teachers are fully involved in the writing of individual education plans. The plans clearly set out ways in which the curriculum should be changed to meet individual needs. Teachers brief teaching assistants well, and they make a significant contribution to the progress of individual pupils. Teachers and other adults use good strategies to promote good behaviour, which helps maintain good interest and ensure that time is spent productively.
16. The teachers' very good relationships with their pupils and high expectations are significant influences on learning so that pupils feel they are listened to, want to do their best and try to please their teachers. Teachers usually have a positive interactive way of working which includes all pupils well. This was seen, for example, in Year 2 where pupils were encouraged to contribute and explain words about force. Teachers generally recognise pupils' weakness in language and give a good emphasis to the technical language required for tasks. However, some questioning is narrow, phrased to have pupils guess the correct word, rather than expressed to help pupils reason or to explain their ideas. The plenary session at the end of lessons usually draw ideas and conclusions together well. Teachers often praise pupils and share results with the whole class so that their work is valued. However, relatively little pupils' work is displayed in classrooms, and this is an area to develop. Further development of the schemes of work are required in order to give better guidance in promoting pupils' speaking, listening and writing skills.
17. Subject leaders give good direction so that teachers are confident in the coverage and progression of skills in subjects. The quality of marking of pupils' work is mostly good and helps pupils to improve their recorded work through encouragement and helpful comments, although this is not fully consistent. The school has recently introduced procedures for teachers to set targets which are attached to pupils' books. The targets are appropriate but opportunities for pupils to assess their own progress against the targets are limited. In addition, the targets are not used in the best way on a daily basis to inform teachers' discussions with pupils or for further planning. On-going assessment in class is good since teachers respond positively to pupils' ideas and answers. Whole school assessment procedures are good and help to track pupils' progress. This is becoming increasingly effective as test information is used to monitor pupils and to set whole school targets. The links with individual targets need to be strengthened, however, in order to raise expectations further.

The curriculum

The curriculum is good overall. The school provides good opportunities for enrichment and extra-curricular activities. Accommodation and resources are good.

Main strengths and weaknesses

- The school is committed to developing a broad and inclusive curriculum for its pupils.
- Pupils benefit from a well planned, balanced curriculum.
- The school has developed a very good programme of enrichment and extra-curricular activities in sport.
- Provision for pupils with SEN is good.

- Whilst accommodation is good overall, reception children do not have access to an outdoor play area.

Commentary

18. The statutory requirements of the National Curriculum are met well. The school's self-evaluation procedures are good and keep the curriculum under continuous review, evaluating the outcomes thoroughly and taking good account of pupils' views. Where there are weaknesses these are properly identified and effective planning ensures they are addressed. Using this process the school has identified areas needing further development, including the language skills of pupils, and has produced action plans to address the issues. There is an effective project to aid transition from primary to secondary education which pupils appreciate as helping them.
19. All members of staff have good commitment to reviewing and improving the inclusive curriculum. The school successfully adapts its curriculum to meet the needs of pupils with SEN. They have equality of access to all areas of the curriculum, including extra-curricular activities. Effective individual education plans are based on the teachers' and other adults' good personal knowledge of the pupils. Good planning and resourcing enable pupils to work towards the targets set successfully.
20. The school has sufficient staff, including support staff, to deliver the curriculum. Accommodation is good and is very well maintained, offering a very pleasant environment in which to teach and learn. There are good specialist areas for music, SEN and ICT. The provision of learning resources is good. However the school recognises that the library needs to be improved if it is to make the most of this resource to develop literacy and independent learning skills further. The accommodation has several good features. It is kept clean and maintained to a good standard; and provides an attractive environment for the children. However, the lack of an outside area that is accessible to children in reception means that opportunities for planned activities to encourage talk and learning about the wider world are limited. It also restricts opportunities for children to initiate activities which stem from their own interests and spontaneous play.
21. Provision in personal, social and health education is good. There are well-planned links between the school's programme of study and the different subjects, circle time and assemblies. In this way science time is used for the teaching of health and sex education while assemblies deal with other aspects of personal development. The school invites several visitors to make contributions on important aspects of personal, social and health education such as drug awareness and personal safety, and these are successful in extending pupils' understanding.
22. The school provides good opportunities for enrichment and extra-curricular activities. Many pupils take part in the good range of activities offered. These include a residential visit for Year 6 pupils, which enhances their personal and social development as well as providing physical and intellectual challenges. The school provides very good opportunities for pupils to participate in sport, particularly through a local initiative managed by the coordinator for physical education.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. It provides pupils with good support and guidance, although the use of targets requires further development. Pupils' views are taken into account and they are involved very well in the life of the school.

Main strengths and weaknesses

- Children are introduced to school life very well.
- There are good procedures to ensure that pupils work in a healthy and safe environment.
- Relationships between pupils and adults are very good.
- Pupils feel valued because their views are taken seriously.

Commentary

23. The school has maintained the strengths in these areas of its work since the last inspection. New children to the school are gradually and sensitively inducted. Home visits are offered to all prospective nursery children. There are very good opportunities for nursery children to become familiar with the learning routines in the reception class. Pupils transferring from other schools are inducted very well too; for instance, they are allocated a 'buddy' to help them settle in.
24. Arrangements for child protection are good. The designated officer is well trained, as is the headteacher. Members of staff are very vigilant and they are well aware of the school's procedures. General health and safety risk assessments are undertaken as required. Arrangements for first aid and fire procedures are good. Several members of the community help to promote health and safety. For instance, the school nurse gives talks to pupils about healthy living and a children's charity is involved well in drugs education.
25. Members of staff know pupils well and give good support, advice and guidance to all pupils. Pupils' records contain much relevant information about their academic and personal development. This enables members of staff to monitor progress although the pupils' targets are not yet fully used to help them improve. Informal staff meetings are held regularly to discuss the learning of individual pupils and this helps to address any problems. Outside agencies are involved well in supporting learning. For instance, several specialist music teachers visit the school regularly for instrumental tuition.
26. The school has a very positive family ethos, underpinned by very good, trusting relationships between pupils and staff. Pupils are very confident that members of staff will always resolve any concerns or worries they may have.
27. There are many opportunities for pupils to make their views known to staff and to become involved in the life of the school. Pupils complete a questionnaire regularly and this helps staff to identify significant issues. The school council provides good opportunities for pupils to develop citizenship skills and learn about democracy and decision-making. Pupils value the many positive changes which have arisen through the council, for instance, regarding paired reading, 'fit bods' and 'buddy benches'.

Partnership with parents, other schools and the community

The school has an effective partnership with parents, good links with other schools and very good links in the wider community.

Main strengths and weaknesses

- Parents have very good chances to express their views to the school.
- Very good information is sent to parents about the school and their children's progress.
- Parents make a good contribution to learning at school and at home.
- Very good links with the community help to enrich the curriculum.
- Good links with secondary schools prepare pupils well for the next stage of their education.

Commentary

28. Parents are warmly welcomed as partners in the education of their children. The headteacher and staff are very approachable and are always pleased to discuss any concerns. A questionnaire is sent to parents each year and this helps to identify issues for discussion and enables parents to influence the school. The school has taken up several parents' ideas - about school uniform, curriculum information, school clubs and events - in recent times, illustrating how much they are valued. The school has maintained the quality of partnerships since the last inspection.
29. Parents are very well informed about the school through a detailed prospectus. The parents and teachers association's (PTA's) annual report celebrating and promoting the school is the best such publication the inspection team has ever come across. Regular newsletters home are user friendly and very helpful. Pupils' annual reports are good, giving appropriate information on standards and progress together with future learning targets.
30. The PTA supports the school well by organizing many social and fundraising events. The money raised is used towards buying learning resources and items to improve the school environment. Many parent helpers also give their time generously to the school. For instance, they listen to children reading, and help in lessons and with school clubs. Parents support their children's learning at home well by helping with homework and listening to reading.
31. Community links include the New Life Christian Centre. A member of this religious group often leads activities and assemblies in a very imaginative and fun way that pupils relate to. There are always important underlying themes that make a very good contribution to personal development. Members of the clergy from local churches also support religious education and personal development. The headteacher has very close ties with the Feiweles Trust. Through a bursary operated by the trust, a number of aspiring poets, artists, dancers or sculptors work with pupils each year. School trips support learning very well and include art galleries, museums and other places of interest. The school in return makes many good contributions back into the community. For instance, it often raises funds for charities and good causes.
32. Most pupils transfer to Kettlethorpe High School. Locally agreed transition projects in English, mathematics, science and ICT help pupils to develop confidence about transfer. An induction day of activities at the school is also organized. There are good links with other primary schools through participation in sports events and competitions.

33. Parents of pupils with SEN are well informed about the progress their children make and are involved, as and when appropriate, in the review process.

LEADERSHIP AND MANAGEMENT

The governance of the school is good. The leadership and management of the school are good. The headteacher has a very good sense of purpose for the school. Members of staff work hard to overcome pupils' weak language skills on entry to the school.

Main strengths and weaknesses

- The headteacher and senior staff provide visionary and successful leadership.
- Key members of staff provide excellent role models; subject leadership is good.
- The management of provision for pupils with SEN is good.
- Strategic planning is good but the development plan is set out for only one year and does not include some supporting documentation.
- The school's self-evaluation procedures are good.

Commentary

34. The school has made good improvements since the last inspection because senior members of staff are innovative. They have established good self-evaluation procedures which include opportunities for pupils to express their views. Current targets build well on and extend the issues identified at the last inspection. Good monitoring and management procedures by the senior staff are effective in identifying aspects to improve and in implementing measures to address them. Subject leaders, for example, are active in promoting curriculum development. A thorough analysis of test results, as well as daily observations of pupils, led staff to identify pupils' speaking, writing and general language skills as a weakness which affects achievement in all subjects. As a result, the English coordinator prepared schemes of work to support teachers' planning which are having a good impact on achievement, although they require a sharper focus on the strategies to be used. The school has embarked on a challenging local sports project through the initiative of the physical education coordinator, with the aim of enhancing pupils' experiences and standards. In addition, the school is tackling successfully its target to compile portfolios for literacy, science and ICT to help make assessment judgements consistently.
35. The procedures to identify, assess and monitor pupils with SEN are effective. Individual education plans are written well and the targets agreed for pupils are appropriate, although teachers are not fully consistent in recording the progress pupils have made. Most support for pupils with SEN is provided in the classroom but pupils are withdrawn on occasions to work in small groups to develop skills more effectively. The contribution made by teaching assistants in these sessions is good and promotes pupils' progress well. Resources and accommodation for SEN are good.
36. A recent report by the local authority on inclusion lists six strengths, amongst which is the positive role models presented by the staff in all aspects of school life. These strengths stem from the shared values which all members of staff and the governors express. The senior management team, as key members of staff, provide excellent role models and give purposeful direction through their own examples. Clear educational targets have been agreed and the school development plan provides a

good management basis for the current year. However, the starting point for some priority areas is not clear since, although the senior management team understands the whole school issues, these are not always supported within the plan by relevant supporting documentation. In addition, some performance indicators are not sufficiently sharp to support the school in evaluating its success. Staff performance management is fully established. It is used effectively to set high expectations and is supported strongly through continuing professional development.

37. The governing body provides good strategic direction. Governors have good procedures to ensure that statutory requirements are met through their regular visits and checks. They also have good procedures to review and update policies, such as for race relations and behaviour. Governors have good working relationships with the school, and one governor has a regular teaching commitment in science. These result in their role of a challenging critical friend being a real strength and ensure governors take decisions from a good knowledge of the strengths and weaknesses of the school. There is evidence of continual improvement over many years, for example in provision for nursery children and the ICT suite, despite experiencing serious setbacks. The governors make definite policy decisions in order to improve provision and standards, for example by increasing the hours for support staff. The intention to use the ICT suite effectively has been addressed by appointing a part-time assistant, who is providing good support and management for ICT.
38. The school's financial management is carefully focused on achieving identified educational priorities, for example improving standards in English. The governors set a prudent budget based on good educational principles; they have had to deal with a budget deficit in the past and uncertainties with the school roll. The higher than usual carry-forward figure from the previous financial year was caused by the late receipt of grants which were already committed. The school bases financial decisions well on the principles of obtaining best value, for example in aiming to raise standards with the appointment of the Year 1 teacher. They ensure the accommodation is maintained to a good standard and provides an attractive learning environment for the children. Governors have discussed the difficulties of providing a secure outside space for the reception children in the past, but the present arrangements for access to the outside remain unsatisfactory.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	442 988
Total expenditure	467 824
Expenditure per pupil	2 449

Balances (£)	
Balance from previous year	36 891
Balance carried forward to the next	12 055

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the Foundation Stage is good, and this applies equally to both the nursery and the reception class. Children are prepared well for transfer to Year 1. The children enter the nursery after their third birthday and move into the reception class in the term in which they are five. All children achieve well in both classes because teaching and provision are good in all the areas of learning. The curriculum is appropriately planned and organised to provide a wide range of interesting and relevant activities, which are matched well to their needs. All adults set very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are met well.
40. The attainment of children entering the nursery class is close to that expected nationally except in the area of language, where standards are weak and adversely affect learning in all areas. Through both classes children achieve well because activities provide rich experience. There is a strong emphasis on early language skills in all contexts. Most children are likely to attain the early learning goals in all areas of learning except communication, language and literacy, where aspects of spoken and written language are below average.
41. The success of the foundation stage lies in the very good leadership of the co-ordinator and the strong team that has been built up. The team has a very good induction procedure for children starting school in both the nursery and the reception class. A combination of meetings for parents together with home visits ensures that children and parents are prepared well for the child's start at school. The team prides itself in establishing good relationships and mutual trust with parents so that children receive the best possible start to their school life.
42. The nursery and reception classrooms provide good accommodation with ample space for the numbers of children. The nursery has an attractive outdoor area with imaginative climbing equipment, roadway and other markings, including numbered parking places for wheeled toys. However the fact that the two classrooms are separated by corridors and stairs makes it impossible for any integration of the two groups. The reception class has no access to an outside play area, which is unsatisfactory and limits the learning opportunities that can be offered across the curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Members of staff provide very good role models.
- Routines are quickly established and children settle quickly.
- Positive relationships are established so children feel secure and happy.

- Adults support, encourage and praise children so that they lengthen their periods of concentration.

Commentary

43. Teaching and learning are good. Very good relationships are built up with children and parents before children start in the nursery. Routines are quickly established in the nursery and continued through the reception class. Children know these routines well, choose their own activities with a minimum of fuss and behave sensibly. Members of staff present the children with very good role models so children know what is expected. Children put up their hands to answer questions and by the time they are in the reception class take turns during whole class sessions. In both classes the children work in a calm, controlled environment so that their self-confidence and independence grow and they are well prepared for their entry into Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff provide good opportunities to develop the children's language skills.
- Teachers work hard to support the development of children's spoken language.

Commentary

44. Children entering the nursery have weak language skills. Although most children are willing to talk, their knowledge of grammar is limited and vocabulary is weak. In the reception class children struggled for words to describe the nylon material covering an umbrella, a piece of hessian and some check cotton material. In the nursery, children knew that to make a sandwich you needed to match the round and square ends of the slices of bread together but could not describe the curved end: 'That's straight' 'That's.....not straight' Staff work hard from the outset to encourage children to talk about what they are doing. Conversation develops slowly despite the good range of opportunities that is provided for the children; adults try to engage children in conversation at every opportunity. They enjoy books and stories and begin to learn that written words carry meaning. The quality of teaching and learning is good, shown, for example, by the way plenty of opportunities are provided in role play areas for children to write. Most children hold pencils correctly and 'mark make' but few reach the stage of attempting to write themselves, relying on copying either on top or underneath the teacher's writing. Sounds of letters are taught systematically together with the correct letter formation so that children's knowledge in this area is secure. However, the lack of an outside play area means that opportunities to extend language experiences through planned and incidental activities linked to the environment are missed. A significant proportion of children is unlikely to reach the expected levels in the area of written or spoken language by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of activities to support learning, which ensures children achieve well.
- Mathematical language is carefully taught but children find this difficult.

Commentary

45. Teachers use songs, rhymes and a good range of activities effectively to support children's development of counting and other mathematical skills. The quality of teaching and learning is good. By the time children reach the reception class a few can count accurately to 20 but do not recognise all the numerals; other children manage numbers to ten. With support they will count small groups of objects and then recount if asked 'how many altogether'. Children are beginning to respond to the mathematical terms such as 'add' or 'take away'. Children enjoy guessing how many 'little ducks on a hand puppet are hiding' when fingers are bent down. Thus ideas about subtraction and addition are starting to develop. Children know the relative size of numbers on a die. This was demonstrated when a die was thrown and landed on '2'. Children quickly predicted that when a second die was thrown the number was likely to be larger, therefore showing that they knew cardinal values of numbers and that there were more numbers greater than 2 rather than less than 2 on the second die. The throwing of a '6' caused excitement as all children knew that there could not be a greater number thrown on the second die. Opportunities to promote children's mathematical understanding, such as early spatial ideas, are missed through the limited access to the outside, although the teacher does her best to compensate for this in other ways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Members of staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.
- Museum visits enhance children's learning about the past.

Commentary

46. Teaching and learning are good. Children achieve well so that they are likely to reach expected standards when they enter Year 1. Teachers use stories imaginatively to promote learning. In the reception class children listened attentively to the story of Baby Duck. This story then led on to children choosing and testing to find a material that would make a good raincoat for duck. Due to good support from the teacher the children readily chose a material but lack of vocabulary prevented them from describing or giving reasons for their choice. Making banana sandwiches in the nursery effectively linked learning the sound 'b' and experiencing 'spreading', 'mashing', 'matching' and 'doing things in the right order'. Children use the computer with confidence, having good control of the mouse to 'click' and 'drag'.

47. Reception children's knowledge is enhanced by visits to the museum to look at old toys, which they are then able to compare with new ones. However, the absence of a secure outside area limits opportunities for children to experiment and learn about their environment.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make good use of the nursery outside area and the hall.
- The reception has no outside play area adjoining the classroom.

Commentary

48. Achievement in physical development is good overall. The outside area adjoining the nursery is good and together with the hall provides good opportunities for physical development in the nursery class. Opportunities for physical development in the reception class are limited by the lack of outside provision next to their classroom. The teacher makes suitable arrangements to compensate for this but is governed by the timetable for access to either the nursery area or the hall. Within these limitations teaching and learning are good. Reception children use space in the hall well and respond to sounds of a tambourine to stop, start and change their movements from running, hopping and skipping. When they stop they show good balance, supporting their bodies in a variety of positions.
49. Children develop their manipulative skills well by handling dough, scissors and brushes as well as large and small construction equipment. Most children hold pencils correctly and by the time they are in the reception class can colour accurately. Children are likely to attain the levels that are expected by the time they enter Year 1, with many exceeding them in the area of large motor skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities for independent development.
- Planned music sessions are good.

Commentary

50. Teaching overall is good and children are provided with a good range of opportunities to use paint, make a collage and manipulate materials creatively. Children's independent painting shows that they mix their own powder paint confidently and choose subjects for their painting. Their efforts are appreciated and valued by good display, children easily reaching the expected standards in this area of creative development. Teaching during music sessions in the reception class is good and, as a result, children enjoy and make good progress in music. They handle instruments well

because the teacher gives them the responsibility of keeping the instruments under control. They respond well to pitch and work hard on rhythm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- Pupils have good attitudes to learning.
- The quality of teaching and learning is good.
- The leadership and management of the subject are good. The coordinator has a clear understanding of what needs to be done to improve standards in English.
- Though speaking and writing are seen to be a weakness, the programmes of study to identify and develop opportunities to improve pupils' skills are not focused sharply enough, either within English or the wider curriculum.

Commentary

51. Pupils in Year 2 listen well to the teacher. They show satisfactory understanding when listening to traditional stories and can predict endings. Their speaking skills are limited and they often lack the vocabulary and command of the language to offer extended responses to questions. Teachers do not always use appropriate questioning techniques to draw out extended responses from pupils. Standards in speaking and listening are below average in Year 2 but achievement in these aspects is satisfactory for these pupils. Teachers sometimes miss opportunities to develop speaking and listening. For example, in one Year 1 lesson featuring the telling of a traditional tale the teacher had all the children involved in role play but did not encourage improvised dialogue, however brief, between characters.
52. Standards in speaking and listening are average in Year 6. Pupils in Year 6 listen well to their teacher. Their responses to direct questions are usually appropriate. However they often lack the language skills to make more extended comments. Pupils in Year 5, when asked to describe what a creator might look like, demonstrated limited language skills when making a presentation to the class. In some situations, such as in informal discussions, pupils feel more confident and speak well. Achievement in speaking and listening in Year 6 is satisfactory. The school's programme of study for speaking does not provide a sufficiently strong framework for the development of language skills, or opportunities for the monitoring of progress in this aspect of English teaching and learning.
53. Standards of reading are average in Year 2 and in Year 6. Achievement is good in both Year 2 and Year 6. The school places due emphasis on the development of pupils' reading skills and has successfully instituted a range of measures that ensure that all pupils have both encouragement and, where necessary, targeted support. However pupils are not heard to read regularly by their teacher or a teaching assistant. The school library is a pleasant area but is not sufficiently well stocked with quality books and does not offer the level of challenge and stimulus the school recognises its pupils require.

54. By Year 2 most pupils read and understand a suitable range of texts. They talk about the main characters and accurately recall the main events though they often need a lot of drawing out. They use a satisfactory range of strategies to tackle unfamiliar words. When asked to locate specific information in an information book they do not automatically turn to the index to search for it. This was also the case with pupils in Year 6 and reflects in part the lack of a well stocked and ordered library and library skills taught within it. In Year 6, higher attaining pupils read fluently and with an enthusiasm for the written word. They demonstrate developing powers of inference and deduction. However, like Year 2 readers, they need constant encouragement and well developed questioning techniques to draw out what they know and to get them to express that in extended and well structured responses.
55. Standards in writing are average in Years 2 and 6. Achievement is good in both years. The school has properly identified writing as a relative weakness and has developed various well-considered strategies to improve it. One example of these is the weekly extended writing session in each class. During these sessions appropriate emphasis is placed on planning and structure in writing and the use of descriptive vocabulary. However insufficient use is made in the earlier years of strategies such as regular diary entries that build writing from pupils' experiences. These would include regular opportunities, particularly for younger pupils, to write diaries, a measure that gains its strength from the increased confidence children have in writing about things that are part of their everyday perception of the world. The strategies to improve the teaching and practice of writing are effective but are taking time to have an impact on standards in Year 6. Pupils are writing in a good range and variety of styles. Their writing is often interesting and engages the reader's attention.
56. Teaching is good overall. Teachers have a good knowledge of literacy and plan well to give their pupils a progressive and stimulating experience in language. They are making good use of interactive whiteboards to enrich teaching and learning. Lessons are structured well. Introductions are clear and set out what will be covered. There is a good mix of activities and this helps to sustain interest. Teaching assistants are used well to support and extend learning, particularly when they work with individuals or small groups with SEN. Closing sessions make sense of what has been covered and are used well to celebrate the progress that has been made. This helps to give pupils confidence in themselves as learners. Marking is good and helps pupils to improve their writing through encouragement and helpful comments. Teachers set targets and these are attached to writing books. The targets are appropriate; however the expectation for pupils to assess their progress against these targets is not generally being met. Teachers maintain good relationships with their pupils, promoting good learning attitudes. Little time needs to be spent on dealing with inappropriate behaviours so there is more time for learning. Lessons are well ordered, purposeful and enjoyable experiences.
57. The subject is coordinated well. There has been good improvement since the last inspection. In Year 2 especially, teaching and standards of attainment have improved. A good programme of monitoring and evaluation has revealed a number of weaknesses that are being actively and appropriately addressed.

Language and literacy across the curriculum

58. Teachers use a range of strategies to support the development of language and literacy across the curriculum. They make some use of role play in subjects such as

history to encourage the development of speaking and listening, but the planned programme for the development of speaking is not sufficiently sharp. In many lessons question and answer sessions are used well to encourage pupils' oral responses, but the nature of questioning is often too limited and does not encourage considered extended responses sufficiently.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6 and achievement is good.
- Teaching is particularly good in Year 6.
- The teaching of pupils with SEN is good.

Commentary

59. Standards are in line with those found nationally by Year 2 and above by Year 6, indicating good achievement from Year 1. Pupils enter Year 1 with attainment close to average; they have early counting skills but are not able to count on from a given number. At the end of Year 2 the majority of pupils are working at the expected level but the lack of pupils working above this level affects the overall level of attainment. By Year 6, nearly half the pupils are on course to reach Level 5, demonstrating the good impact of teaching on pupils' achievement.
60. Leadership of the subject is good. The headteacher has recently taken on the role from the previous co-ordinator, who had laid firm foundations for the development of the subject. The head has a clear vision for the subject, and is supported by good teaching throughout the school and very good teaching in Year 6.
61. Lessons are planned well; teachers usually ensure pupils know what they are expected to learn and at the end of the lessons pupils are supported in evaluating what they have learnt, thus reinforcing their learning. In a very good lesson on angles the interactive whiteboard was used very effectively to prove that the angles of a triangle add up to 180 degrees. High expectations in this lesson resulted in all pupils achieving very well, with a few exceeding the expectations of the teacher.
62. Systems for assessment are good. However the process of setting short term targets for groups has yet to become part of day-to-day work so that pupils refer to them and know how they are progressing towards achieving them. Day-to-day assessment is good and teachers provide tasks that challenge or reinforce learning, and meet the needs of individual pupils. Pupils with SEN are well supported within the classroom and make good progress.

Mathematics across the curriculum

63. Teachers make good use of interactive whiteboards in their teaching. Computer games are used to good effect in the younger classes to reinforce early number skills. The school plans links across the curriculum and the use of graphs in science and geography provides natural links. Teachers are also aware of the importance of unplanned links that may arise.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average by Year 6.
- Practical tasks build pupils' investigational skills well.
- The quality of teaching and learning is good overall.

Commentary

64. Pupils enter Year 1 with varied experiences, and their knowledge and understanding of the world is close to average but adversely affected by poor language skills to describe what they see and experience. Practical activities and discussion in the foundation stage classes prepare the pupils well for scientific enquiry. Achievement is good in Years 1 - 2 because teachers give a good emphasis to scientific processes and language. For example, in a good lesson on force, pupils were encouraged to act out the meaning of terms such as 'squeeze' and 'twist'. In a good extension activity where all pupils were included well, they modelled playdough and explained which forces they had used. Their good attitudes and behaviour promoted good achievement. The higher attaining pupils demonstrated good understanding and one pupil explained his findings very clearly to the whole class, although others found that difficult. Standards are average by Year 2. This indicates good improvement since the last inspection.
65. The good practical basis for learning continues in Years 3 - 6 so that pupils gain good investigational skills. In a good lesson in Year 5 pupils planned an experiment to test how varied conditions affected water evaporation. They understood the need to control variables in order to draw reasonable conclusions. In a further good lesson in Year 6 pupils were challenged to separate a variety of solids and to produce clear water. Pupils with learning difficulties tackled a task which was adapted well for their levels of understanding and reflected the teacher's highly inclusive approach. Their very good relationships and collaboration encouraged good learning as pupils argued and reasoned about the best methods - showing good speaking and listening skills in context. Their achievement was good because the class teacher used an interactive style to engage with the pupils. Current standards are above average by Year 6 and achievement is good. Standards in the 2004 national tests were average and this year significantly more pupils are on course to gain Level 5 in science. This indicates good improvement since the last inspection.
66. Pupils display good interest in science throughout the school and collaborate well in groups. Pupils are very sensitive to the needs of those with learning difficulties, reflecting their very good relationships and the school's very good emphasis on including all pupils in activities. The quality of teaching and learning is good through the school. Teachers make good links with literacy by emphasising scientific language and by encouraging talk in group tasks. Their good subject knowledge is shown through clear explanations and discussions, often supported by the good use of interactive whiteboards. Much questioning encourages pupils to reason and explain but on occasions the questions are closed, which limits useful talk and reasoning. On-going assessment in class is good since teachers respond positively to pupils' ideas and

answers. Marking of pupils' work is satisfactory since, while it is up to date, there are not many comments to help pupils improve and the use of targets is still developing.

67. The headteacher is the acting science coordinator until a new coordinator takes over. Leadership and management are satisfactory at this stage. The curriculum is good and provides for secure progression of skills and understanding through the school. School assessment procedures are good. The school has also established effective monitoring procedures so that there are better means of evaluating provision. The school has resolved the weaknesses identified at the time of the last inspection and improvement since then is good. The quality and range of resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT was sampled, as it was not possible during the inspection to observe sufficient lessons to judge the quality of teaching and learning.

68. It is clear from an analysis of the work available and from discussion with pupils that standards in Year 6 are at least in line with national expectations. By Year 2 pupils are also reaching average standards and achieving well, working with a range of suitable applications to word process and to combine text and graphics. They can command a robot to perform simple movements across the floor. Some use programs that help with spelling and numeracy. By Year 6 standards are at least in line with national expectations, covering the full range of topics in ICT. Pupils have a good awareness of the ways in which ICT affects their daily lives. Their achievement is good.
69. Leadership of ICT is good. The accommodation is good since there is an ICT suite that is well equipped. A teaching assistant gives good support to classes. The network is stable and this is because the school has the benefit of good external technical support. There has been good improvement since the last inspection.

Information and communication technology across the curriculum

70. Teachers demonstrate growing confidence and use of ICT to help learning in other subjects, and this is a continuing process. Interactive whiteboards are often used imaginatively to create interest and promote learning. Their potential for visual impact was shown to good effect in illustrating how the angle sum of a triangle is 180 degrees by translating triangles into position along a line. Pupils are learning to use the Internet to search for information, in geography and history for example. Other aspects of ICT are used as appropriate, such as video, electronic keyboards and digital camera. In Year 6, an electronic microscope was used effectively to magnify a sample.

HUMANITIES

Work in history and geography was sampled. Religious education was also sampled, as not enough lessons could be seen during the inspection to judge teaching.

71. Work seen and interviews with the co-ordinator for both **history** and **geography** indicate that standards are at the expected level in both subjects throughout the school. The school follows nationally recognised curriculum guidelines for its schemes of work to ensure that skills are taught progressively but, particularly in history, these have been adapted well to take account of the wealth of local history. Pupils

throughout the school benefit from a good range of local visits and visitors to enhance their learning in history. The co-ordinator has recently taken over responsibility for geography and the curriculum for this subject is due for review in the near future.

72. Standards in **religious education** are in line with the expectations of the locally agreed syllabus in both Year 2 and Year 6. In a personal and social development lesson linked to work on The Ten Commandments the previous week, pupils showed considerable maturity in their discussions around necessary rules, laws and qualities to look for in potential leaders. Members of staff recognise the different nature of religious education in comparison with other subjects and lessons are approached with sensitivity. Pupils in a Years 3 and 4 class worked hard with good support from the teacher to find examples in their own lives of 'bravery', 'sadness', 'betrayal' and 'not giving up', which were linked well to the events of Easter.
73. The co-ordinator for religious education was not in school at the time of the inspection but from documentary evidence and discussion with the headteacher it is evident that the subject is led well and that teachers have the support of good resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in art and design, design and technology, music and physical education was sampled.

74. Displays around the school and photographic records show that standards in **art and design** are above average in Years 2 and 6, and pupils achieve well. In Year 2, pupils produce good observational drawings of themselves. They work with a good range of materials and processes including tapestry. They carefully and effectively transform reclaimed materials when they produce their interpretations of the works of Henry Moore, using papier mâché to consolidate cardboard boxes. The outcomes show that they have carefully considered the original influences and have explored the medium confidently.
75. In Year 6, pupils experience a broad range of activity, both through the curriculum and through the well-attended art club, which is run by a teaching assistant whose expertise is very good, and makes a substantial contribution to standards in the subject. They explore a good variety of cultural contexts including artists such as Van Gogh and William Morris. Their frieze that represents Lowry's 'Funeral Party' is a notable example of this. Their work on furniture design is a good example of the breadth of their study. They use a good range of methods and processes, for example painting plates or recreating in paint the vivid colours of poppies, pansies and other flowers as seen by a bee. The subject is led well.
76. No lessons were seen in **design technology**, but the subject is well planned and assessment procedures are appropriate.
77. No formal **music** lessons were observed but children were seen singing in the foundation stage and in assembly. Here, many children quickly picked up the melody and words of a new song introduced and given a lively lead by the visiting speaker. Several pupils are learning a musical instrument, such as the violin and clarinet; the school ensures that pupils are encouraged to practice and perform their instruments in order to make good progress. The music curriculum is fully in place. School productions include good opportunities for pupils to appreciate music and to perform.

Pupils gather for school assemblies while appropriate music is played, providing suitable opportunities for appreciation of differing styles.

78. Two **physical education** lessons were observed in Years 3 - 6. The quality of teaching and learning was good and standards were above average. In Years 3 and 4 pupils worked hard to form good balance positions on the floor. A few pupils demonstrated good skill in transferring their ideas to the more challenging activity on apparatus. Appropriate behaviour management strategies were used when required. In Year 6 pupils worked very well together to produce a sequence of moves with a balance position. The teacher's very high expectations led to very good achievement as pupils extended their work to link balances on two pieces of apparatus. Pupils with SEN were fully included in both lessons through the combination of adult support and the pupils' very good relationships. The good teaching approach is illustrated by the way in which teachers invited pupils to demonstrate their movements and by the evaluative comments which other pupils made in Year 6 upon observing their friends perform.
79. The school offers a good range of activities outside school. It is taking part in a major sports initiative and the subject leader is providing good support and direction.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision in PSHCE is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Standards by Year 6 are above average.
- The PSHCE programme contributes well to pupils' personal development.

Commentary

80. The school gives a high priority to all aspects of pupils' personal development. All members of staff create a positive atmosphere and set high expectations for behaviour and consideration for others. This is demonstrated at its best in Year 6, where pupils show a high level of maturity; their understanding and care for those with special needs are outstanding. Pupils are given good opportunities to reflect on their behaviour through the well-managed class discussion times. The school council provides good opportunities for pupils to learn about the responsibilities of living in a community. Pupils are keen to make their views known and have recently contributed to the decision to adopt a child in Zimbabwe.
81. Achievement is good because the planned curriculum for PSHCE provides a good structure for pupils to study and understand issues. In Year 1 pupils learn to share experiences and to listen to others. The good strategy of forming talking partners is successful in promoting good relationships and pupils talk easily with any others. By Year 2 pupils understand how we show feelings. Pupils demonstrated delight in their friends' performance of how we look when tired, happy or shocked. Good teaching in Year 5 helped pupils to be sensitive to and value the views of others. Most pupils understood and wanted there to be rules of care, respect and the avoidance of aggressive behaviour in the classroom. The notion of rules was extended in Year 6 by linking discussion to the Ten Commandments. Very good teaching challenged pupils to agree on the order of importance for certain rules, and to understand the difference

between law and rules. Pupils' experience was considerably enhanced by watching parliament in action through a live debate on the Terrorist Bill.

82. Pupils take a good interest in issues related to their personal development; they have good attitudes and behaviour. Most pupils are keen to contribute and in lessons the teachers' strategies encourage considerate discussion. The quality of teaching is good overall so that pupils' minds are opened to the issues and responsibilities of living in a varied culture and community. The scheme of work has a good structure. The subject leader was absent during the inspection so it was not possible to hold a discussion, but evidence from the subject file and pupils' progress indicates good leadership.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
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	2
The effectiveness of management	3

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