

INSPECTION REPORT

EBOR GARDENS PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107922

Headteacher: Mr D H Shipley

Lead inspector: John Brennan

Dates of inspection: July 4th - 6th 2005

Inspection number: 266778

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:	221
School address:	Rigton Drive Leeds West Yorkshire
Postcode:	LS9 7PY
Telephone number:	0113 2482750
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. N Butt
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

Ebor Gardens is situated in Burmantofts, an inner city area very close to Leeds city centre. The area has undergone extensive redevelopment and is an area of considerable social disadvantage. The proportion of pupils entitled to free school meals is very high. Pupils' attainment on entry to school is well below that usually expected. The proportion of pupils starting school other than at the usual time is also very high. This has increased considerably since the last inspection and in some year groups it exceeds fifty per cent. The school admits a growing proportion of pupils from differing ethnic backgrounds. The most common are pupils of African, Asian and Caribbean descent. This factor has also increased since the last inspection and now stands at over one third of the school's population. Sixteen pupils are at the early stages of learning English. There are 49 asylum seekers and a small number of traveller families attending the school. Over a third of pupils have special educational needs of whom three have a specific statement of need. This is a high figure. Pupils' needs cover the full range but difficulties associated with speech and communication and behaviour and emotion are the most prevalent. The school is part of an Education Action Zone and benefits from Excellence in Cities. It has Investors in People status, has been designated as a Healthy School and has achieved the Activemark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21094	J Brennan	Lead inspector	Mathematics Information and communication technology Physical education Special educational needs
19727	E Longford	Lay inspector	
23319	V Leary	Team inspector	Art and design Design and technology Music Religious education Science Foundation Stage
22046	J Jolliffe	Team inspector	English History Geography English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Good teaching, very good leadership and concern for pupils' differing needs help to ensure that pupils achieve well and acquire very good attitudes. From a low base, pupils reach nationally expected levels by the end of Year 6. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in acquiring key literacy skills because of an innovative approach to teaching and learning in English lessons.
- Pupils achieve well in acquiring key numeracy skills, especially in Years 4 to 6, but not enough is done for higher attaining mathematicians in Years 1 to 3.
- Not enough challenge is provided for children in Reception.
- Through Years 1 to 6 pupils achieve well in science.
- Very good provision is made for pupils who have special educational needs and those at the early stages of learning English.
- The school takes very effective action to foster pupils' personal development, relationships are very good and the school operates as a harmonious community.
- Very good leadership, which promotes an ethos in which every child matters, succeeds in creating a school with excellent team spirit and a strong sense of optimism and purpose.
- Not enough thought has been given to linking learning across subjects.
- Relationships with the community are excellent, and the partnership with parents very close.
- The school's work in monitoring its provision does not match the priorities within the school development plan.

Improvement since the last inspection has been very good. The substantial key issues of the last inspection have been dealt with well. Pupils' achievement in English has improved, as have behaviour, attitudes to school and the school's promotion of these aspects. Pupils are doing better in science and those who have special educational needs achieve at a quicker rate. Assessment procedures have been significantly strengthened. All subjects now meet statutory requirements. Partnerships with parents and the community are especially improved. The school takes better care of pupils. Such marked and widespread improvement is down to the much higher quality of leadership.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

A puts the school in the top 5% of schools; E* in the lowest 5%*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' **achievement is good**. Children achieve very well in their personal and social development throughout the Foundation Stage. However, in other areas of learning

achievement in the Nursery is good overall but satisfactory in Reception because activities provide insufficient challenge. Results in National tests for 2004 at the end of Year 2 were well above those of similar schools in reading, writing and mathematics. At the end of Year 6 they were well above similar schools in mathematics and science and above average in English. Compared to the national averages, results in Year 2 were below average in reading, average in mathematics and above average in writing. Pupils are currently achieving very well in English, where an increasing number of pupils join the school at the early stages of learning English, and well in mathematics. Standards in both subjects are below average in Year 2 and average in Year 6. Within this picture, higher attaining pupils could do better in Years 1 to 3 and pupils reach a higher standard in speaking and listening and reading than in writing. Pupils achieve well in science and standards are average in Year 2 and in Year 6. In information and communication technology (ICT) pupils achieve satisfactorily in learning new skills and standards are below average in Year 2 and average in Year 6. Achievement in religious education (RE) is good so that pupils meet expected standards in Years 2 and 6. The increasing number of pupils who are at the early stages of learning English and those who have special educational needs achieve very well. Their needs are very well known and they receive very good support.

Pupils' personal qualities, including their moral, social and cultural development, are **very good**. Spiritual development is good. Attendance is below average but punctuality is satisfactory. Pupils' attitudes to school are very good and their behaviour good. Pupils from different backgrounds get on very well with each other.

QUALITY OF EDUCATION

The school provides a **good quality of education**. **Teaching** and learning are **good** overall. All teachers establish very good relationships with pupils so that classrooms are pleasant and productive. Teaching and learning in the Foundation stage are satisfactory but not enough thought is given to making work harder for Reception children. Very effective teaching of English and the excellent partnerships teachers have with support staff help all pupils, including those who have special educational needs and those learning English, to do very well. A concentration on basic skills serves pupils' needs well but apart from occasions in Years 4, 5 and 6, pupils are not expected to make good enough use of key skills when they are studying other subjects. Pupils in Years 1 to 3 do not do enough problem solving in mathematics. Pupils who have social and emotional needs do very well because of the calm atmosphere in the school and the very good support they receive. The school ensures that pupils have a very good range of experiences that add to the curriculum and that they are very well looked after. They work very closely with parents and do all that they can to involve the wider community.

LEADERSHIP AND MANAGEMENT

The overall quality of **leadership and management** is **good**. The headteacher leads the school very well. Team spirit is especially strong and, because staff feel valued, they offer the headteacher good support. The school is very proactive in meeting the differing needs of pupils and in seeking out things that make school a better place for pupils. Although the school carries out a lot of monitoring work it is not always well directed and there are some shortcomings, for example in how subjects link together. Governors offer the school good support and fulfil statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express considerable confidence in the school. Parents feel that they are kept very well informed and that the school takes very good care of their children. Pupils feel that they are listened to and that the school has their best interests at heart. Inspectors support these views.

IMPROVEMENTS NEEDED

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

- apply pupils' key skills of literacy, numeracy and ICT across subjects;
- link the monitoring and evaluation work to priorities of the school's development plan;
- raise the challenge of work for higher attaining mathematicians in Years 1 to 3 and for children in Reception.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well to reach average standards by the end of Y6. Achievement in the Foundation Stage is satisfactory although it is stronger in the Nursery than in Reception.

Main strengths and weaknesses

- In the Foundation Stage, achievement in personal, social and emotional development is very good and in knowledge and understanding of the world it is good, but in other areas of learning Reception children are insufficiently challenged.
- Pupils acquire basic literacy skills at a very good rate.
- Achievement in mathematics and science is good so that pupils reach expected levels, although higher attaining mathematicians in Years 1 to 3 are capable of more.
- Pupils who are at the early stages of learning English and those who have special educational needs achieve very well.

Commentary

1. There have been significant changes in the context of the school since the last inspection which impact on standards. As a result of the redevelopment of the local area, considerable disruption has been caused to the school. A number of families moved in and out of the area and another local primary school closed. As a consequence, pupil numbers have fluctuated greatly and in particular mobility has increased. In several year groups, especially in Years 3 to 6, this exceeds 50%, although last year it was lower in Year 6 than in previous years. The school is constantly looking to help pupils settle to school, many of whom have had a fragmented experience of school and a significant proportion of whom have particular needs. The ethnic make-up of the local area has also altered. This is reflected in the high number of asylum seekers who attend the school and the significant increase in the number of pupils from different ethnic groups, including a very large increase in the proportion of pupils who are at the early stages of learning English. Although the proportion of pupils who have special educational needs remains at a similar level to the last inspection the school admits a greater proportion of pupils who have complex social and emotional needs. Some of these have transferred from other schools. In essence, therefore, the school is intricate and inclusive. Leadership has remained positive throughout this period of considerable change and has set its sights on ensuring the school adopts a curriculum that best meets these needs. In the development of language and pupils' personal development it succeeds very well.
2. The fostering of children's personal development begins well in the Foundation Stage, where children learn good attitudes to school, behave well and respond positively to each other. In this respect, throughout the Nursery and Reception, children achieve very well in their personal and social development and a significant number attain the goals usually expected of children at the end of their Reception year. In the main, children begin the Nursery with skills and knowledge that are well below expected levels. In particular, speech and language skills are very poor. In general, achievement in the two years children spend in the Foundation Stage is satisfactory. However, not enough thought has been given to ensuring that provision evolves as children progress from Nursery to Reception and that learning is sufficiently ambitious for Reception children. As a result, achievement tends to tail off as children's competencies develop and, in the case of mathematics and writing, is unsatisfactory in Reception. The school meets with more success in developing children's knowledge and understanding of the world. Achievement here is good but, despite this, children still begin Year 1 below expected

levels. This is also the case more generally so that a significant proportion of children still have some way to go before reaching expected levels, particularly in language.

3. Achievement picks up when pupils begin Year 1, and in the main it is good throughout Years 1 to 6. In particular, pupils acquire language skills at a rapid rate. Much of this is down to an innovative approach through *Success for All*.¹ Despite this, standards in reading, writing and speaking and listening are still below average at the end of Year 2 but, by the end of Year 6, are average overall. However, largely because pupils are not using writing skills in a considered way in other subjects, pupils' writing remains below average. A concentration on basic mathematical skills, and in particular subject specific vocabulary, serves pupils' needs well so that they achieve well in mathematics. Standards at the end of Year 2 are below average and by the end of Year 6 pupils reach the national average. However, it is only in Years 4, 5 and 6 that enough attention is given to developing the thinking required for solving problems and it is only in these year groups that higher attaining pupils do as well as they might. An emphasis on practical science is serving pupils' needs well, although there are still occasions when pupils do not make enough decisions about how to conduct experiments. In the main, though, pupils are achieving well with standards at the end of Year 2 being below average, and average at the end of Year 6.
4. Given the complications of mobility and an uneven spread of pupils who have special educational needs or who are at the early stages of using English, care must be taken in interpreting results in national tests. In particular, targets that the school sets for results in tests can be rendered meaningless by pupils either leaving or moving into the school. Results in Year 2 indicate a strong trend with improvements in results over time out stripping the national trend. In 2004 they were below average in reading, average in mathematics and above average in writing. Results compared very favourably with similar schools and were well above average in each subject. Provisional results for 2005 are not quite as strong as this and help confirm the picture of below average standards seen in books and in lessons. Results in national tests have fluctuated more in Year 6. Although they improved dramatically in 2004, much lower results in previous years account for a trend that has been below the national trend. Last year's results were well below average in English, average in mathematics and below average in science. Compared to similar schools they were average in English and well above average in mathematics and in science. When taking pupils' past performance in Year 2 tests into account, pupils progressed well in English and very well in mathematics and science. Provisional results for 2005 show that results have continued their upward trend of 2004 and help confirm the average standards of work seen in books and in lessons. There is no significant difference in the achievement of boys and girls.

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

Standards in:	School results	National results
Reading	15.2 (15.0)	15.8 (15.7)
Writing	15.2 (13.5)	14.6 (14.6)
Mathematics	16.6 (15.7)	16.2 (16.3)

There were 17 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

¹ A scheme of work which puts a strong emphasis on speaking and listening and combines the teaching of literacy skills with collaborative learning.

Standards in:	School results	National results
English	24.6 (22.1)	26.9 (26.8)
Mathematics	27.5 (25.1)	27.0 (26.8)
Science	28.3 (25.3)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

5. The school puts great store by helping pupils who have particular needs. The careful and consistent consideration given to helping pupils who have social and emotional needs ensures that, in the main, pupils are able to make the most of the learning opportunities the school provides. Improvement in the leadership of special educational needs and in assessment enables the school to spot pupils who are underachieving. A combination of set groups for literacy and individual support helps these pupils do very well against the targets set for them. As a result, from a very low base, a significant number go on to reach national expectations, as shown by the relatively high proportion of pupils reaching expected levels in the national tests at the end of Year 2 and Year 6. The number of pupils with English as an additional language has risen rapidly in the recent past. The school has welcomed its new arrivals and is committed to constant improvement of the provision. These pupils are at various stages of acquiring English. A small number are at the early stages of learning English. Intensive input at the early stage of learning English, including the extra support from the *Oracy Project*, enables pupils to access the curriculum, gain confidence and quickly gain sufficient English to enable them to function independently of support.
6. Achievement in ICT is satisfactory. A concentration on teaching key skills ensures that pupils learn these at an appropriate rate. However, they are not expected to use newly acquired skills in thought provoking ways and so they do not always make good enough use of their increased skills and knowledge. The exception to this is in Year 6, and it is largely because of this that pupils attain expected standards by the time they leave the school. Standards at the end of Year 2 are below average. Pupils achieve well in religious education to meet the requirements of the locally agreed syllabus at the end of Year 2 and Year 6. The real success in religious education can be found in the way the school uses the subject to foster understanding of other faiths and the varied beliefs held by pupils and their families. It was not possible to judge achievement and standards in other subjects although some of the art work on display exceeded expected levels.

Pupils' attitudes, values and other personal qualities

Attitudes to learning and to school life are very good and overall pupil behaviour is good. Pupils' social, moral and cultural development is very good. Pupils' spiritual development is good. Attendance is unsatisfactory. Punctuality is satisfactory.

Main strengths and weaknesses

- Very good relationships and the active promotion of racial harmony ensure a happy and safe school.
- Sensitive and very well organised provision is made for pupils who have social and emotional needs.
- There are many opportunities for pupils to show responsibility and, in English lessons in particular, to work in close collaboration with each other.

- Attendance rates are well below the national average despite the school's very good efforts to improve them.

Commentary

7. Pupils display a very good level of commitment to the school's ethos of respecting others. This begins in the Foundation Stage, where good provision for pupils' personal development results in children meeting standards expected of them by the end of Reception. The school's well-structured system of behaviour rewards and sanctions is clearly understood and owned by all pupils, and is proving to be effective in supporting good behaviour and the development of self-discipline. Pupils' attitudes towards learning and each other and their general behaviour have improved since the last inspection. Much of this is down to improvements in the way the school promotes pupils' personal development. There is a well-established code of conduct that provides pupils with a clear insight into what is right and wrong and how to be good members of the school community and society in general. In this respect very good provision is made for pupils' social and moral development. Pupils believe teaching staff apply the behaviour rewards and sanction rules in an unbiased and even manner. The high level of pupils' respect and regard for others is exemplified by the marked absence of any graffiti, property vandalism and litter around the school. In the main, pupils behave well and the school has thorough procedures for dealing with bullying, should it occur. Pupils express confidence in the school's leadership and strongly feel that bullying is not tolerated and is dealt with in a swift manner. Inspectors found this to be the case.
8. The school actively promotes racial harmony and sees this as a central plank in responding to the increased ethnic diversity within the school. The school is well on the way to achieving the Stephen Lawrence award and sees its growing cultural diversity as adding to the vibrancy and inclusive nature of the school. As a result of this positive attitude, racial incidents are rare and are thoroughly investigated. Pupils who speak English as an additional language are provided with very good support and a comfortable learning environment, free from racism, where they are able to develop their skills and confidence. This stress-free environment supports their progress in developing an additional language. The school presents itself as a rich multi-cultural learning environment and opportunities for cultural development are very good. Teachers make good use of the range of cultural backgrounds in the school to broaden pupils' awareness and encourage pupils to be involved in all aspects of their school life through the good use of debate and discussions in lessons. Pupils develop a high level of respect for each other's feelings and beliefs. Pupils' spiritual development is good and all respect the rights and beliefs of the other religions represented in the school.
9. The inclusive and open attitude of the school leads to the admission of a high number of pupils who have complex social and emotional needs. The ethos of the school provides a naturally conducive environment for these pupils. The school adds sensitively tailored individual support and counselling for identified pupils. The excellent teamwork that exists between teaching staff and support staff ensures that very consistent approaches are adopted and that pupils who have behavioural needs receive high quality guidance. For example, in the course of a morning a pupil with particularly deep seated needs started the day with his class teacher, went on to his English group and worked with a different teacher before finishing the morning with his mathematics teacher. In each lesson he benefited from the attention of various support staff. In all circumstances staff were well aware of his needs and adopted very similar approaches. As a result, he had a very productive morning, a fact not unnoticed by

staff, who were quick to point out to his class teacher how well he had done in relation to his key targets. The effect on the pupil's self-esteem was visible and his obvious satisfaction seen in the smile on his face and the extra spring in his step. The school's increasing success can be seen in the number of exclusions, which has tumbled in recent years and last year was half that the figure noted in the previous inspection. Rates for this year show a further decline.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	130	5	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	25	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	26	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	4	0	0
No ethnic group recorded	16	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Adults establish very good relationships with pupils and act as good role models. The headteacher leads the way here and pupils gain much from his patient and calm manner. In addition the school has added several strategies to aid pupils' personal development. A number of older pupils volunteer as *Playground Friends* to provide very good and discreet support for pupils feeling left out at playtime, helping them to make friends and join in with organised games. Conversations with pupils show this to be valued, and it helps to build trusting relationships. Good personal development opportunities are provided through the school council structure and the health forum, both of which offer pupils regular opportunities to show enterprise and responsibility and to influence school practice and routines. The latter, for example, influences the choice of lunch time food options and methods to help keep the school clean and tidy. Year 6 pupils proudly undertake their *Prefect* duties in a mature and considerate way and provide good role models for the younger pupils in promoting good behaviour standards within the school. Pupils willingly accept and undertake the wealth of opportunities they have to show responsibility with vigour and obvious pride.
11. English lessons are packed with opportunities for pupils to work together, to critically appraise their own and their fellow pupils' work and to practise actively listening to each other's views. Behaviour in these lessons is particularly good and provides a 'scaffold' for pupils to apply to other lessons. Where teachers provide opportunities for pupils to work in similar ways in other subjects and where work is thought provoking, behaviour continues to be good. There are still times however, when a lack of involvement and mundane work leads to some passivity among pupils, and a minority become distracted and distract others. More often than not they are boys. In the main however, pupils work together constructively, form good friendships and settle their differences amicably.
12. Pupils enjoy coming to school. However, attendance rates are well below those found nationally. This was noted in the last inspection. The school has responded very well to this. Great effort has been put in by the school and education welfare service to

promote the benefits of good attendance to parents. However, despite the school's best endeavours, a minority of parents appear unwilling or unable to co-operate with the school in getting their children to school. There are a small number of transient families and the irregular attendance of the children has a negative impact on the school's attendance record. During the inspection, evidence was found of a trend of improvement in attendance of the majority of pupils for the current year, with some likely to achieve 100% attendance. Levels of unauthorised absence are unsatisfactory and above the national average for similar schools. Evidence shows the school has an increasing number of families with recognised difficulties, and staff are active in supporting these parents and promoting the benefits of good attendance for their children at school.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data	6.8	School data	0.6
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a good quality of education. There are significant strengths in the quality of education, especially in English and the teaching of key skills. In the best lessons, teachers think hard about how to help pupils make the best use of these skills in other subjects. This happens more in Years 4, 5 and 6 than elsewhere in the school. Not enough thought has been given to making the curriculum challenging enough for Reception children so that it presently suits the needs of Nursery children more than Reception. Good assessment and the excellent partnerships between teachers and support staff help pupils who have particular needs to do very well. The school works very well with parents and has excellent links with the community. The very close links it has with other schools and local businesses are one reason why the school is able to provide a very wide range of enriching opportunities to pupils.

Teaching and learning

The quality of teaching and learning is good. It is better in some classes in Years 4 to 6 than elsewhere in the school. Although teaching and learning in the Foundation Stage are satisfactory, they are stronger in the Nursery than in Reception. The quality of assessment is good.

Main strengths and weaknesses

- Consistent approaches to managing behaviour and very good relationships established with pupils create good conditions for learning.
- The excellent partnerships between teachers and support staff make a telling contribution to pupils' achievement, but especially for those who have particular needs.
- Teaching and learning in speaking and listening are especially effective.
- Teaching in Years 4, 5 and 6 is more ambitious than that found elsewhere in the school.
- Teaching and learning in Reception are not challenging enough.

Commentary

13. The overall quality of teaching and learning is good. This was also the case at the last inspection. A consistent strength of the teaching is the quality of relationships teachers establish with pupils. Teachers treat pupils with consideration and respect and because of this, and the use of effective strategies for managing behaviour, pupils work hard. At the centre of the warm and encouraging atmosphere that pervades many classes is the use of praise. Teachers are quick to praise pupils' academic and personal efforts and pupils say that they appreciate this approach. This is most effective when praise is linked to tangible rewards. This is a central feature of the curricular programme for English, where pupils are able to earn points for good work or good partner work. In one class, for example, a boy with particularly complex needs became increasingly involved in the lesson because support staff and the teacher seized on the first signs of a positive attitude. The upshot of this positive approach is that pupils feel that they can give of their best and classrooms become pleasant places for pupils and staff to work in.
14. It is in helping to meet the needs of differing pupils that the very strong contribution of the varied support staff the school deploys is best felt. These staff establish excellent partnerships with teachers and are aided in this by meticulous planning. As a result, support staff know exactly what they are supposed to do, how and with whom they are supposed to teach, and what success will look like. In this way they play a full part from planning to the assessment of pupils. Well targeted training has ensured that approaches are consistent and that support staff are skilled in using agreed practice, for example, in the school's approach to teaching English. As a result of this they are able to take complete responsibility for groups of pupils. Pupils who have special educational needs are especially well served and achieve very well as a result of the close support they receive, either in class or in dedicated groups. Additional support is also available for pupils who are at the early stages of learning English. The school has made a prompt and successful start to responding to the increased number of pupils who have lately joined the school with such needs. The principal source of support has been with the school's *Success for All* English programme. The emphasis on partner work and talk suits new English speakers very well and evidence shows that they make quick progress in learning English. The school is beginning to supplement this through support staff who have recently received training. This puts the school in a good position to move forward from the very positive start it has made.
15. The teaching of reading and speaking and listening is particularly effective. The comfortable relationships that staff establish with pupils help create fertile ground for speaking and listening and pupils feel comfortable about giving their opinions. Approaches to English have equipped staff well with chosen strategies to accomplish this. This begins in the Foundation Stage and forms a common thread of teaching, especially in English lessons through the school. *'Talk to your partner about your answer'* is almost a mantra in English lessons and is increasingly common in other subjects. Pupils are therefore given every opportunity to test their thinking with a critical friend and to deepen thinking. Such approaches, allied to the careful consideration of subject specific vocabulary, are especially beneficial for less confident English speakers. The school also meets with much success in teaching reading. Once again very clear strategies guide teaching and learning. The high level of participation in English lessons leads to the dissection of text so that pupils gain an insight into meaning and effect. Pupils are constantly shown what to do to tackle unknown words and the emphasis on partner work helps them appraise each other's work. Regular fluency checks allow for this. One mixed pair of junior pupils, for example, listened to each other's reading with rapt attention and awarded points to each other's efforts for intonation, attention given to punctuation and so on. Both took their roles very seriously and took on the chin any critical comments their partner made. This was particularly impressive as one pupil had difficult behavioural needs and a personal target about working co-operatively with others.
16. The best teaching exploits and builds on both the atmosphere very good relationships create and pupils' growing competencies in learning key skills. This was to be most commonly found

in Years 4, 5 and 6. It is in these classes, for example, that links between other subjects are most likely to be found, although even here there is scope to strengthen them. A greater emphasis is also given to independence so that, for example, pupils have better opportunities for solving mathematical problems than elsewhere in the school. All of this tends to make learning more interesting and allows pupils to make the best use of basic skills. This can be seen in the contrasting tasks pupils were set on the common theme of turn in Years 3 and 4. In Year 3, pupils typically followed a set of instructions to complete a worksheet about a right angled turn. Only a small group was given more open-ended work, but this did not really set the higher attaining pupils any problems to overcome that required strategic thought. In Year 4 though, pupils had to use their knowledge of turn to plot the shortest route to buried treasures, avoiding nasty hazards on the way. Higher attaining pupils were given the added complication of using scale to convert their route into kilometres. This led to avid concentration, purposeful decision making and the application of several elements of mathematical knowledge. It is in Years 4, 5 and 6, but also in Year 1, that teaching makes increasing use of the strategies for learning practised in English lessons. Although not as widely used in lessons beyond English, they do ensure that participation in lessons is high and that the emphasis on talk for understanding is encouraged. This is not the case elsewhere, and there are times when teachers talk for too long without involving pupils. This occurred in a mathematics lesson in Year 3, and because of this pupils become either passive or restless. When this is allied to uninteresting tasks, pupils can switch off and these times prove particularly testing for pupils, mainly boys, who have complex behavioural needs. Pupils respond well to being involved. This can also be seen in the very high quality of marking evident in English. This gives pupils a very good idea of what they need to do to improve and constantly checks to see how well they are doing. Marking is not as strong in other subjects except in mathematics in some classes in Years 3 to 6, where it is of a good quality. Assessment in English is excellent and is used very well by teachers to set future work and to group pupils according to need. Good quality and regular assessments in mathematics and science also enable teachers to set work at an appropriate level. However, assessment in ICT tends to focus on the skills pupils have mastered rather than their ability to make best use of them, and in this respect is rather narrow.

17. A lack of ambition in teaching is most commonly found in Reception. This leads to some unsatisfactory achievement, especially in mathematical development and in writing. Not enough thought has been given to building on approaches that prove to be successful in the Nursery. In many respects children tend to receive more of the same and so tasks do not extend their thinking sufficiently. In particular, activities which children self-select carry too little in the way of learning and although children clearly enjoy them, they do not learn as much as they should because of the lack of purposeful intervention by staff.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	10	9	1	0	0

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

The curriculum

The curriculum is satisfactory. Enrichment is very good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- An innovative approach to literacy serves pupils' needs very well.
- Very good provision is made for pupils who have particular needs.

- A piecemeal approach is taken to linking learning across subjects and does not always make the most of the skills pupils have acquired.
- Not enough thought has been given to organising the progression in learning from the Nursery to Reception.
- Leadership looks for every opportunity to add experiences to the curriculum that enrich what the school has to offer.

Commentary

18. The curriculum is better organised than it was at the time of the last inspection, when an unbalanced curriculum resulted in several subjects not fulfilling statutory requirements. This is no longer the case. A revamped long term curricular plan and the extension of schemes of work to all subjects ensure that pupils now receive a more rounded education. However, the real success for the school has been in ensuring that the curriculum responds to the particular and changing needs of the community it serves. This is best seen in the innovative approach taken to the teaching of English. Here, creative organisation allows pupils of similar ability to be grouped across several year groups, and this is serving pupils' differing abilities very well. The emphasis placed on working together and on joining in lessons gives pupils a feeling of success and does much to contribute to their positive attitudes to learning.
19. The school has responded speedily to ensuring very good provision is made for pupils who are at the early stages of learning English. A support assistant, who has received training, provides good support for pupils with English as an additional language, in small group settings. This support is further enriched by the input from the *Oracy Project*. Pupils at the early stages of English language acquisition are provided with opportunities to 'preview' specialist vocabulary in lessons, particularly for science. This enables pupils to rehearse language ahead of the lesson and then to access the lesson content at the same time as other pupils. Class based support staff continue to support pupils in lessons, and the literacy programme used by the school further matches support at the right level in small groups. Whether it be in the Nurture groups or when receiving coaching from academic and learning mentors, very close consideration is given to meeting the needs of pupils who have special educational needs. Those who have learning needs are very well served by the school's approach to developing key skills. Those who have emotional and behavioural needs are well served by the style of learning espoused by the school, the ethos of respect and the personal knowledge staff have of their needs. The school has recently turned its attention to pupils who have particular talents and gifts. These pupils are now identified and some additional provision, for example, for a group of able scientists in Year 4, is being made.
20. The school has made some effort to achieve excellence and enjoyment. The use of theme weeks is proving very popular and pupils say that they enjoy these times. Learning in other subjects, such as mathematics and ICT, serves the development of key skills but a piecemeal approach is taken to making sure these are put to good enough use; in this respect the curriculum is still lacking. In addition, too little thought has been given to ensuring that the curriculum evolves and meets children's growing maturity and ability as they move through the Foundation Stage. While the current curriculum suits the needs of Nursery children, it is not sufficiently challenging for Reception children and in particular higher attaining children.
21. In line with the headteacher's vision to provide the best opportunities for pupils to succeed, there is a very good range of clubs, educational visits and visitors to enrich

the curriculum. Staff are committed to providing a rich and varied programme of experiences for all and most teachers and support staff are involved in the very strong extra-curricular programme. Records show these are well attended and enjoyed by the pupils. A particularly varied programme exists for sport and is recognised in the Activemark that the school attained. A complete rebuilding of the school since the last inspection provides a better learning environment for pupils but it is in the outdoor facilities that improvement is most marked and in which active, safe and energetic play times are promoted. The vigorous pursuit of grants by the headteacher and the governing body has led to the acquisition of a wide range of play equipment and markings to stimulate play. It is not only pupils who make use of this. The headteacher can be seen every dinner time throwing and catching a ball and using other equipment. He is careful to ensure that he shares the equipment with others and plays fairly!

22. Pupils are given very good opportunities to participate in a comprehensive programme of visits that support the curriculum and their own personal development, and make learning more interesting. For example, pupils visit museums, farms and local buildings of historic and cultural value, including the West Yorkshire Playhouse, to help them raise their cultural awareness.

Care, guidance and support

The school ensures pupils' care and welfare very well. It provides them with very good support and guidance and makes very good provision for their involvement in all aspects of its work and development. These features of high quality care and pastoral support represent an area of significant improvement since the last inspection.

Main strengths and weaknesses

- High quality child protection and related procedures ensure pupils' best interests.
- Very effective involvement of pupils has led to many school improvements.
- The school provides very good and varied pastoral support, especially for pupils who have social and emotional needs.

Commentary

23. Very good child protection and care procedures are in place. Staff have received training in child protection and are aware of, and are familiar with, the need for vigilance in monitoring the well being and welfare of the pupils in their care. Risk assessment techniques are well embedded into school routines and very good health and safety procedures embrace the whole spectrum of the pupils' time in the school. This is a safe school and the school ensures appropriate supervision is provided for pupils throughout their time in school and out in the playground. Formal governor involvement in the health and safety monitoring and reporting processes is good.
24. Teachers and support staff know their pupils well and provide them with a very good level of pastoral support. They are kindly and sensitive to their needs. The great majority of pupils enjoy coming to school and value highly the advice and guidance they receive from staff. Pupils who speak English as an additional language receive a welcome pack on arrival at the school. The school is sensitive to their cultural needs and peer support is effective, helping them to settle quickly. Pupils who have complex emotional and behavioural needs receive very good support. For younger pupils this begins in the Nurture unit, where a high ratio of staff to pupils and an atmosphere of calm and purpose enable pupils to develop the social and learning skills needed for

working alongside their peers. The success of this can be seen in the high proportion of pupils who 'graduate' and assume their place alongside their peers. As they get older, the academic mentor is well used to provide valuable and focused support, especially for pupils in Year 6 experiencing barriers to their learning. In addition, the learning mentor works closely with pupils with challenging behaviour, helping to keep them focused on their class work and enabling them to make progress. Support staff are very well used to provide individual pupil and group support and play a vital part in assessing and recording the progress being achieved.

25. The school has a good system to track and report on all pupils' personal development and achievement against their targets, and the consistency of application ensures this information can be shared with parents. Very good and effective induction procedures ensure new pupils and parents are quickly introduced to the routines of school life at whichever age group they join. This is particularly important, given the very high rates of mobility.
26. The involvement of pupils in the work of the school is very good. Consultation with pupils is well developed through the school council and has resulted in a number of good ideas being successfully implemented to improve pupils' learning and development opportunities. The school is right to celebrate the positive influence made by the Year 3 to 6 pupils' health forum in raising awareness to the benefits of healthy eating and encouraging pupils to eat more fresh fruit. Such benefits reflect the tangible influence of the Healthy School Award the school has received.

Partnership with parents, other schools and the community

A strength of the school is the very good partnership developed with parents, representing a tremendous improvement over the unsatisfactory partnership reported in the last inspection. The school has developed excellent links with the local community and has very good links with other educational establishments.

Main strengths and weaknesses

- Very good partnerships with parents make a positive contribution to the good progress made by pupils.
- The very good level of information keeps parents up to date with school activities and pupil successes.
- Excellent community links and very strong links with businesses provide many benefits for pupils.

Commentary

27. The school provides parents with very good access to information about all aspects of their child's time in school. The headteacher circulates a general school newsletter to all parents at least fortnightly, and newsletters, specific to lower and upper school, are produced each half term. Very good opportunities are provided for informal exchange between teachers and parents at the classroom doors when parents leave or collect their children. A number of parents praised the ease with which they were able to discuss and resolve any concerns they had about their child with the teacher. The prospectus and governors' report to parents are informative and the school has a very good practice for producing the school brochure *Welcome to Ebor Gardens School* in the wide range of languages used by the pupils in school. End-of-year progress reports on pupils are detailed, easy to read and provide parents with appropriate levels of

information about what their child has achieved and their target areas for development. The school's proactive attitude is typified by the *Sort it* club, which provides two-weekly opportunities for parents to raise any issues, concerns or suggestions with the governors about their child's experiences in school or about the running of the school in general. Although there are plans to extend workshops and other opportunities to help parents gain an understanding of how they can help their children, this does not currently enjoy a high profile in the work of the school.

28. The majority of parents respond very well to the school's collegiate attitude and demonstrate very good levels of support for the school. Most consider staff very approachable and responsive to their queries and are pleased with the school's high expectations for behaviour. Most parents attend the formal consultation meetings with their child's teacher and respond in a positive manner to helping with their child's learning in the home. The annual parent questionnaire is always well responded to and the great majority of parents have signed the home-school agreement letter. However, there remains a minority of parents who do not respond in a positive manner to all the school does to encourage and reward attendance.
29. The school has developed very good links with the local cluster of schools that provide pupils with access to joint sports, arts and cultural education programmes and enhance their social development. Transition to secondary school is made all the smoother through the use of cross-year bridging activities agreed between the Year 6 and secondary school teachers. The school has developed excellent partnership links with the community and local businesses, all of which significantly enrich the pupils' experiences. For example, pupils benefit from the *Just the Job* initiative, with many local companies freely offering pupils real life exposure to work experience at local large banks, hotels and sporting clubs. Many of the businesses involved with the school volunteer their staff to visit the school to talk with pupils or listen to readers, all of which adds great value to the pupils' learning experiences. The school works very closely with the wider community to bring in expertise to supplement what it can offer pupils who need help with learning English. As well as formal links with support agencies, the very good partnerships they have with parents supplement this. A coffee morning, organised by a support assistant for families of pupils who are at the early stages of learning English, helped enlist the support of a Kurdish speaker who offers very good support on a voluntary basis and has helped plug a gap in what the school could offer Kurdish pupils.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher leads the school very well and receives good support from other key staff. Management practices are satisfactory. The quality of governance is good. The school meets with much success in overcoming the significant social and academic barriers to learning that many pupils face.

Main strengths and weaknesses

- Optimistic and considerate leadership by the headteacher has helped create an ambitious school with a very strong sense of team spirit and harmony.
- Improved assessment procedures put the school in a good position to respond to the most pressing needs of pupils.
- Quality assurance work lacks coherence.
- Governors know the school well and offer it practical support.

Commentary

30. Leadership has met head-on the increased challenges it has faced since the last inspection, and is now of a better quality. The school has concentrated on areas that are highly pertinent to its context. The success the school has in meeting the needs of pupils speaking English as an additional language is testimony to this. Much improved provision for pupils' personal development has helped provide an oasis of calm and an innovative approach to language acquisition is paying dividends. The school is a much improved place and by and large pupils are doing well. Much of this is down to quietly determined leadership by the headteacher. He sets a very good tone for the school. Every child matters to him; this is evident in the many one-to-one conversations he has with pupils in the course of the day and the concern and patience he shows in talking to them about their concerns and aspirations. Concern for pupils' well being and development goes beyond this. The headteacher shows a steely determination in latching onto and using initiatives and events that add to the quality of what the school can offer pupils. This can be seen in the very good range of enrichment opportunities for pupils and the success the school has in seeking additional funding and expertise. The appointment of numerous support staff, including academic and learning mentors, has been very important to the improved provision for groups of pupils. These appointments have been made with an eye to ensuring that staffing reflects the growing ethnic diversity of the school and go a long way to ensuring that the school works as a harmonious community. Parents recognise the concern the school shows for their children and express considerable satisfaction with the way it is run.
31. Excellent team spirit results from an empowering attitude articulated by the headteacher, and is reflected in the school's Investors in People status. The contribution of all other staff is encouraged and valued. Planning and preparation time has been in place for some time and can be seen in the excellent teamwork between teachers and support staff and the consistency with which people reflect the guiding principles and key priorities for the school. Close attention is given to developing expertise in others so that they can effectively contribute to school development. As a result the headteacher receives good and sometimes very good support from other key staff, particularly in relation to the key priorities. The development of language is very well led and the sensible linking of this to responsibility for pupils speaking English as an additional language leads to a very coherent approach and to the careful management and deployment of additional staff. Provision for pupils who have special educational needs is well led. Administrative procedures are clear and support and teaching staff have a good knowledge of individuals' needs. The excellent sense of teamwork means that staff feel esteemed and valued. Morale is very high and relationships are characterised by mutual respect; an attitude that transfers well to adults' relationships with pupils and parents.
32. The headteacher receives particularly good support from the deputy headteacher. She has led improvements to the way the school collects and analyses data. This was a key weakness of the last inspection and has been dealt with well. This has put the school in a good position to adjust resources and change groupings so as to target efforts where they are most needed. As a result, support staff are very well deployed and throughout the school groups of pupils receive the additional help they require. Much of this has been aimed at pupils in need of help with English and in improving behaviour. However, although at an early stage, the school is now turning its attention to pupils who have particular talents and gifts.
33. Improved use of data is one of the key reasons why the school has a good understanding of its strengths and weaknesses. However, management procedures that underpin the strong sense of drive in the school lack coherence. The school development plan is an extensive, well written document but quality assurance work does not link to it closely enough. For example, although ICT is a priority area for this year, no additional time for monitoring has been given to it and so some shortcomings remain. On the other hand science, although not a priority, has been extensively monitored. This is because the school monitoring cycle is out of kilter with the school development plan. The link between performance management procedures and whole school priorities is loose, tending to concentrate on the needs of individual staff rather than key areas for the development of the school as a whole. In the main the responsibility structure of the school works well, with leaders performing their duties to good effect. However, the

absence of the senior teacher in the Foundation Stage has revealed shortcomings here. Too little thought has been given to the strategic development of the Foundation Stage. It does not feature prominently in the school development plan and the member of the senior management team charged with responsibility for overseeing this area has little influence on the quality of provision. The rather inexperienced teaching staff have been left to their own devices for too long and it is no coincidence that although provision is satisfactory, performance is not as good as that found elsewhere in the school. Recent monitoring by the headteacher highlighted the need for improvement and the support of expertise from the local education authority has been enlisted. However, the school is yet to devise a detailed plan to tackle shortcomings and to allocate responsibilities to ensure success.

34. Governors fulfil their duties well. They bring varied expertise to the school and have a good knowledge of the context of the school and of its success and weaknesses. They join well with the school in setting the agenda for the future and, in the main, keep a close eye on how the school is doing. They are somewhat reliant on reports from co-ordinators and, although they are proactive in seeking these, there is scope to supplement the frequent but informal visits they make to the school with more focused visits. They take the views of the community seriously, with parent governors being particularly active in acting as an advocate for the parent body and making themselves available on a very regular basis to any parent who wishes to speak to them. Finances have been well managed. Governors keep a close eye on the various funds the school receives. It is to their credit that they have managed to reduce a significant overspend and keep the school improving through the fluctuations in pupil numbers that have affected the school since the last inspection and at one time created a great uncertainty over its future. They ensure that the school gives good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	566,860
Total expenditure	542,813
Expenditure per pupil	2,690

Balances (£)	
Balance from previous year	2,450
Balance carried forward to the next	26.497

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Satisfactory improvement has seen the school maintain the sound quality of provision found at the time of the last inspection and extend it. There is now improved provision for outdoor play. Provision in the Nursery is at least satisfactory and sometimes it is good. In the Foundation Stage overall, however, provision is satisfactory because the work in the Nursery class is not always sufficiently built upon in the Reception class. As a result, some of the higher attaining children do not reach the standard expected in some areas of learning by the time they enter Year 1. Leadership and management of the Foundation Stage curriculum are satisfactory. On a day-to-day basis, planning is adequate and improving but is not always having enough impact on children's achievements. Satisfactory assessments of what children know, understand and can do are undertaken but they are not always systematic. Information is used well to help children to improve their social skills and language skills but is less effective in informing development of mathematical skills. The Nursery class and the Reception class are taught together in one unit and a good sense of teamwork exists. One experienced former Nursery nurse, who is a newly qualified teacher, has responsibility for the Nursery class and works closely with the Reception class teacher. The Foundation Stage co-ordinator is on maternity leave and current management of the Foundation Stage is the responsibility of the lower school co-ordinator, who is the Year 2 teacher. Although some appropriate support has been provided, it has not been sufficient to guide and support the staff effectively or to plan for strategic development. Recent monitoring by the headteacher has alerted him to some shortcomings. However, although outside expertise has been used to improve provision, this is at a very early stage and does not form part of a detailed plan for improvement that clearly defines management roles and responsibilities for implementation.
36. The attainment of children on entry to the Nursery is well below average, with language skills being particularly low. An effective induction programme helps Nursery children to settle in well and form positive attitudes to school. Teaching and learning in the Nursery are satisfactory, but with many good features. Children achieve satisfactorily overall although a significant minority achieve well. They are well supported by the teacher and dedicated support staff. In Reception they consolidate and, in some instances, extend their learning so that by the time they leave the Foundation Stage standards have risen, but are still below average. Teaching and progress in the Reception class are satisfactory overall. Tasks and activities are comprehensive but do not always sufficiently challenge all children.
37. There was not enough evidence to make a judgement about the quality of provision for children's **physical development**. Children in both Nursery and Reception have many opportunities to develop their skills in manipulating equipment such as learning how to write with a pencil, use paintbrushes and manipulate scissors. They use the tools well to roll or cut play dough into shapes. They use the domestic play equipment effectively in role-play. When working outside they have satisfactory opportunities to move, climb, ride and balance, and most show a good level of confidence as they steer the bikes and scooters. However, resources outside for physically challenging activities are limited, and opportunities are sometimes missed for teacher intervention to boost or reinforce children's learning outdoors.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle quickly into the Nursery because they feel safe and secure.
- Teachers, Nursery nurses and other support staff all give high priority to promoting children's self-confidence and self-esteem.
- Children are encouraged to try new activities and are well supported in gaining confidence to work independently.
- Reception age children enjoy learning and are able to sustain their interest and concentration for longer.

Commentary

38. This area of learning is given an appropriately high priority right from the start when children enter the Nursery. All the Nursery staff are skilled in building good relationships with children and this enables them to settle quickly. Children build very successfully on this good start throughout their time in the Foundation Stage and achieve very well, so that by the time they enter Year 1 standards are average, with a significant number achieving the goals children are expected to reach by the end of Reception. In whole class activities, children maintain attention, concentrate and sit quietly when appropriate. Both Nursery and Reception children form good relationships with adults and their peers. Behaviour and attitudes are good and children work harmoniously together. Most children apply themselves to tasks well. There are good opportunities to develop independent learning and a sense of responsibility for their own actions.
39. Teaching and learning are good overall. Effective routines ensure that children feel secure and they come into Nursery happily and confidently. The effective organisation of teaching and learning throughout the Foundation Stage contributes positively to the opportunities children have to develop their skills and confidence in working independently. All staff work hard to ensure the children learn to share and play together co-operatively and they are very good role models.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good opportunities provided to develop children's speaking, so children in both Nursery and Reception sustain attentive listening and some respond well with relevant questions and comments.
- There is a thorough and systematic approach to the teaching of sounds and letters to aid reading in the Foundation Stage.
- Insufficient planned and purposeful activities are provided to develop children's writing in Reception so few children achieve the goals expected by the end of Reception.

Commentary

40. Despite the good start in the Nursery, many children will not meet the expected goals for this area of learning by the end of the Reception class. Standards are currently below average, and in writing they are well below expected levels. Achievement is satisfactory overall. In speaking and listening and in reading it is good, but in writing it is unsatisfactory. The children respond with enjoyment to stories, songs and rhymes. The teacher and Nursery nurses in the Nursery reinforce good routines for speaking and listening right from the start so that children learn how to listen to each other and take turns in speaking. All the staff provide good opportunities for children to speak, encouraging them both in groups and as they interact with them individually. This helps to give children confidence and encourages the few who are more reluctant speakers. Staff use questions and discussions effectively to extend children's vocabulary. By the time children are in Reception, they are generally confident but find it difficult to express their ideas, particularly to other children. Most of the work seen focussed specifically on developing early skills in speaking and listening. Working in small groups with the staff, all children, including those who speak English as an additional language and those who have special educational needs, increased their skills well because the activities planned matched their abilities. For example, children working in a small group with the Nursery nurse talked about their models and their characteristics, thereby effectively improving their oral skills.
41. Teaching is satisfactory overall. Reading is well taught. A notable and effective teaching strategy is a direct and systematic approach to the teaching of phonics and other reading skills. Teachers arrange for children to develop an awareness of phonics in a structured but interesting and enjoyable way. Arising from these regular phonic activities, several children could hear and say the initial and end letter sounds in words. Staff share stories and picture books with children on a regular basis. Parents are also involved in developing children's reading skills through a very well-organised home-school reading partnership. This results in most children's reading skills being systematically developed. Some children are able to read simple sentences and talk about the characters in their stories.
42. However, in the development of writing skills for Reception children, the work of the Nursery is not sufficiently extended. Children sometimes complete the same activities and tasks as those being undertaken by Nursery children and tasks lack challenge. Some progress is made when staff intervene and extend activities, but this is not sufficiently structured or consistent to extend learning over time. The absence of a direct and systematic approach to writing skills prevents children from making the progress they should in this area. Independent writing is underdeveloped. There are several well organised areas in place for developing writing skills such as the garage, the writing corner and the role-play area, but little intervention by the staff is made to engage the children and help them to make sufficient progress in their writing skills. Teaching and progress in this important aspect are unsatisfactory overall.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching overall for the Nursery children successfully develops their basic skills.

- The teaching of mathematical skills for Reception children is not developing their learning through systematic and well planned practical activities.

Commentary

43. Children enter the Foundation Stage with well below average standards in mathematics. The overall quality of teaching and learning is satisfactory, although it is more effective in the Nursery than in Reception. Children achieve well in the Nursery because teaching and learning are good. Activities in this class are generally well planned to help children build up their skills step by step. Many opportunities are provided to reinforce and develop number skills through play. For example, when playing with play dough, two children compared the number of tarts they had made using number language such as 'more' and counting correctly how many items they had bought. Staff sing number rhymes with children to help them sequence numbers correctly and match basic shapes such as squares, triangles and circles. The formal and informal assessment used by the Nursery staff is used well to help staff plan for most of the children's individual needs and support their progress.
44. By the end of the Reception year, although children are likely to reach below the expected goals, achievement is unsatisfactory because teaching lacks challenge. The teacher prepares a suitable range of resources to support children's mathematical understanding. There are number lines, and a 'clothes lines' to reinforce number and counting, also sequencing and sorting games. Despite the suitably resourced classroom and a range of activities children overall are making limited progress and do not build on the good start they make in the Nursery. Staff lack skills and confidence in providing a balance between tailored opportunities for children to engage in challenging activities planned by the staff, and also those that the children plan themselves. On occasion, although lessons had clear objectives, pace and expectations were undemanding, resulting in little impact on children's attainment and achievement. Likewise, group activities lacked focus and expectation of what the children should achieve. There were limited opportunities for higher attaining children to write numbers and record their work. This resulted in a significant number of children playing, but with little purpose and no substantial challenge. This lack of structure and teacher expectation results in underachievement for a significant number of children, but especially for the higher attainers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff provide a good range of activities for children to do.
- Children have good opportunities to work with a computer.
- The outdoor area, although limited, is used well to promote and support children's learning.

Commentary

45. Teaching and learning are good overall in this area of learning in the Foundation Stage. The children are provided with a good range of practical opportunities to learn

about their world, which extends their horizons effectively. The staff make good use of the resources outside to promote children's early understanding of science and the world they live in. This ensures that children's learning is good. However, the significant number of children with English as an additional language and with limited communication skills results in a below average number attaining the goals they are expected to reach by the end of Reception. Although children are achieving well, attainment is still below expected standards for the end of Reception.

46. There are good opportunities for children in the Nursery to manipulate modelling material well as they use the tools to roll it or cut it into shapes. They are able to manipulate small construction toys well, and to create scenes for their imaginary play with the garage, for example. They have good opportunities to work with a computer. For instance, one child demonstrated skills in manipulating the 'mouse' to draw shapes. In working with the computers most children are confident as they learn effective 'mouse' control and many are able to access programs.
47. For the children in Reception, there are very good opportunities provided, which at times engender a real excitement in learning. As they work with the construction equipment, children are challenged to find ways of making a model of a wheeled vehicle, thereby being introduced to aspects of designing and making. Good resources support children's making, with a good variety of equipment for fixing and labelling. The school's outdoor area provides a satisfactory resource to encourage children to show an interest in the world they live in. For instance, the garage in the role play area provided many opportunities for stimulating play. They know about the role of the mechanic in assessing the repairs that need carrying out and the need to make an appointment. The use of the outdoor area to promote their learning about plants and habitats is limited, but children have grown and nurtured plants in pots.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children in the Foundation Stage enjoy the range of activities provided for them.
- There are good opportunities planned for painting, printing, drawing and model-making.
- Children enjoy participating in action songs and rhymes.
- Children work well co-operatively at times as they develop their play in the sand or water or with other resources provided.

Commentary

48. Teaching in this area of learning is satisfactory overall. Teachers plan an appropriate range of activities that stimulate children's imagination. As a result, their learning is satisfactory and they make appropriate progress towards the goals they are expected to achieve. Nursery children experiment with colour mixing, as they paint or print, for example. They enjoy the role-play opportunities they have, using the props provided to support their play effectively. These stimulate good interaction as children work together in pairs or small groups. Teachers provide good opportunities for children to

sing simple songs and rhymes, which they enjoy, and these also contribute to their creative development.

49. For Reception children there is also a satisfactory range of opportunities to achieve satisfactorily. Despite this, however, by the time they enter Year 1 standards are still below expected levels with a significant proportion of children still to attain the expected goals. Children concentrate well as they work at their pictures or models and they manipulate the available tools well. In both the Nursery and Reception, children enjoy exploring the sand or water, especially when they use some of the equipment provided for them. In Reception children relate well to each other, sometimes sharing in an imaginative story as they work in the role-play garage, for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- An innovative approach is having a very positive impact on pupils' literacy skills and their attitudes to learning.
- Support staff are used exceptionally well to help develop pupils' literacy skills.
- There is excellent use of assessment to help pupils understand how they can improve.
- Speaking and listening skills, including those of speakers of other languages, are developed very well through paired work.
- There are insufficient planned opportunities across the curriculum for pupils to apply their literacy skills, especially in writing.

Commentary

50. Very effective leadership by the co-ordinator has responded well to the key issue of the last inspection, which noted shortcomings in provision and attainment in Years 3 to 6. The school is very keen for all pupils to succeed, a quest leading them to *Success for All*. This innovative curricular programme, which links the development of literacy skills with strategies that teach pupils to work collaboratively, has proved to be very successful and is well suited to pupils' needs and experience. In particular, the emphasis put on talk and thinking has helped develop pupils' understanding and oracy skills. This, in turn, has proved to be effective for increasing the skills of pupils who join the school speaking little English. The programme has been running for four years and is very well led by a co-ordinator who is fully committed to its effectiveness. The headteacher has ensured that her time is dedicated to the rigorous monitoring of pupils' skills and so she has a very good idea of how well pupils are doing and has a clear plan for future development.
51. Although standards are average in reading and speaking and listening by the end of Year 2, given pupils' starting point and the regularity with which new pupils who are in need of additional help join the school, achievement is very good. In writing, even though standards are below average at this point, skills are being developed very well and pupils are making very good progress. Pupils continue to make very good progress and by the time they reach the end of Year 6, speaking and listening skills are above average and reading and writing skills are below average. This represents

very good achievement over the course of their time in school and takes account of increasing pupil mobility in the area. Indeed, those pupils who arrive late from other schools and other countries are making rapid progress in improving their literacy skills. Pupils' very good achievement represents a very good improvement on that noted in the last inspection.

52. The structure and approaches advocated in the *Success for All* programme have equipped teachers with very good skills. They use these to best effect in English lessons, where the quality of teaching and learning is usually very good. Lessons are very pacy and challenging, particularly when pupils' skills have increased enough for them to cope more independently. Pupils are kept on their toes because of the varied and very regular opportunities they have to participate by working with a partner, mentally rehearsing answers or appraising each other's efforts. Lessons are very focused and highly structured, providing pupils with a secure framework for their own work. Support staff are exceptionally well deployed so that they play a significant part in teaching pupils. They have been very well trained in the school's approach and are able to take full responsibility for teaching lessons to groups of pupils. This allows pupils to learn in small groups where their stage of literacy development is of importance and not their age. In one excellent lesson with an older mixed age group of pupils covering Years 4 to 6, pupils were very keen and involved in their learning. They thoroughly enjoyed the high challenge and fast pace delivered by the teacher and were very productive. This was down to the teacher's energy and the insistence that pupils join in. They produced increasingly complex sentences using a range of familiar techniques because the teacher was able to model these very well and continued to hold pupils' attention while doing so. Pupils' understanding and appreciation of language were served very well by this. This lesson typified the school's active and collaborative approach, which enables teachers and pupils to focus very well on key features of reading as a 'scaffold' for pupils' writing. This builds very well over time because of the knowledge they have gained from reading. As a result, pupils have a very good understanding of what they are reading and know what writing techniques they are applying in order to improve their writing.
53. A key feature of lessons is the paired work when pupils share their ideas and support each other. This is an extremely successful feature of lessons and is providing very good opportunities for pupils to take responsibility for their own learning and to engage in purposeful discussion. Pupils' attitudes to learning are exemplary and the majority of pupils are very well behaved. This is because they are fully engaged in their learning and enjoy being purposeful. Their enjoyment of and involvement in learning provide them with a sense of pride and success. The emphasis on talk is contributing greatly to their ability to listen and understand and to speak clearly and purposefully. This, as well as the pace and challenge of lessons, is helping them to achieve very well overall. Rich opportunities for paired talk also support very effectively those pupils speaking English as an additional language. They are further supported by the *Oracy Project* (a scheme introduced by the LEA), which is having a very positive impact on their speaking and listening skills and ability to access lessons.
54. Assessment is an important feature of the school's approach and is used very effectively by staff. Detailed information is given to pupils, who are also fully involved in assessing their own work and that of their peers. This helps them to understand, particularly in Years 4 to 6, how to produce more complex writing and how to improve their performance. In their pairs, pupils hold very evaluative discussions about the features of their writing and how they can improve it. They have clear targets and know what they need to do to achieve these.

Language and literacy across the curriculum

55. Whilst pupils are developing their literacy skills very well in English lessons, they do not have enough opportunities to apply those skills in other areas of the curriculum. The success of the school's approach means that pupils are rightly proud of their success and are well positioned to demonstrate and develop their skills in other subjects. There are signs of teaching using approaches that encourage speaking and listening in other lessons, albeit not with the same frequency. Reading materials in other subjects of the curriculum do not always provide sufficient demand for pupils. In particular, cross-curricular opportunities for developing writing are not consistently or coherently planned. Theme days are used as opportunities for developing literacy skills. These events provide a context for and enjoyment of writing, but are the exception rather than the rule. The limiting of opportunities for pupils to apply their blossoming writing skills is currently restricting pupils' attainment in writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- A concentration on key skills leads to good achievement in their acquisition.
- Improved assessment procedures enable the school to target support. This enables pupils who have particular needs to achieve very well.
- Pupils in Years 4 to 6 have good opportunities to solve problems, but this is not the case in other classes.
- Not enough thought has been given to systematically applying mathematical skills in other subjects.

Commentary

56. Throughout the school a concentration on acquiring key skills is paying dividends. As at the time of the last inspection, pupils achieve well and so improvement since the last inspection has been satisfactory. They show increasing confidence in mental calculations and in learning different methods to find the answers to sums. Good management of pupils and positive relationships ensure that pupils work hard and get through a good amount of work. Some of the strategies arising out of a strong oral approach to English transfer well, especially those that are concerned with getting pupils' attention. Teaching in some year groups, for example in Year 1, goes beyond this to include regular partner work in which thoughts are shared and pupils can explain thinking. Not all strategies introduced in English lessons are being used. For example, in two lessons on turn in Year 3 and Year 4, opportunities for pupils to imagine and create a 'mind movie' were missed and so did not enable pupils to visualise the movement of shapes. Teachers are careful to use and to expect pupils to use key mathematical vocabulary. This in particular aids pupils who are still learning English. Lower attaining pupils and those who have special educational needs receive the extra help they need. Improved assessment procedures, resulting from effective leadership, have put right shortcomings noted in the last inspection and enabled the school to identify and target those pupils needing additional help. The deployment of support staff is very well thought out and is responsive to need. The excellent partnership that teachers establish with support staff is characterised by very detailed joint planning, which ensures that support staff are very clear about the learning

intentions, assessment criteria and pupils to target. This makes very good use of their time. The success of this can be seen in the very good achievement of pupils who are learning English and those who have special educational needs. Overall the quality of teaching and learning is good. However, it is only in Years 4 to 6 where teaching consistently challenges higher attaining pupils. This represents the principal difference in the quality of teaching and learning found in the school. Pupils overall are achieving well and standards are presently below average in Year 2 and average in Year 6, where an increasing proportion of pupils exceed national expectations.

57. Leadership, which has directly monitored teaching, has a good understanding of present strengths and weaknesses. Actions taken to improve provision for higher attaining pupils in Years 5 and 6 have been extensive and successful and provide a useful model for application elsewhere in the school. Flexible grouping and a movement away from the present scheme of work have given teachers more freedom. They are using this well to concentrate on strategies for solving problems. For example, in a mixed class of higher attaining Year 5 and 6 pupils much head scratching resulted from the teacher's challenge of moving pupils from one seat to another whilst abiding by particular rules. Pupils enjoyed the practical nature of this task and, because they were given the freedom to select equipment for themselves and to devise their own way of recording, several ingenious methods were arrived at. This was skilfully extended into seeking patterns that would enable pupils to calculate the number of moves needed to swap increasing numbers of pupils around. One boy was unable to contain his pleasure when he spotted that square numbers was a critical feature. Pupils in Years 4 and 5 also enjoy opportunities for solving problems and are presented with work that makes higher attaining pupils think. However this is not the case elsewhere in the school. There are several reasons for this:

- Higher attaining pupils often have to complete the same work as other pupils before they get to extension work. This tends to reflect a view of challenge as a 'bolt on' activity rather than something that can be built into learning from the start of lessons.
- Too much of what pupils do is confined to workbooks. This reduces decision making about how to record work, which is often limited to putting the correct number in a box. Pupils in Years 3 to 6 have more opportunities to set work out but pupils in Years 3 and 4 in particular have difficulty in doing this, so that work can be rather untidy and disorganised.
- The use of workbooks also has a 'knock on' effect to marking. This is often reduced to ticks and encouraging comments. It is only in Years 4, 5 and Year 6 in particular that marking lets pupils know what to do to improve, and insists on corrections being made.

Mathematics across the curriculum

58. Although links with other subjects are satisfactory a more considered approach is needed as practice is piecemeal. Although there are some useful links in Year 6 to work in ICT, for example on spreadsheets, there are many missed opportunities. For example, in science, tables are often drawn for pupils who are then denied the opportunity to draw and measure. Several classes have graph work on display but this tends to be the same regardless of age or ability.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and enable pupils to achieve well.
- The curriculum is planned well, with an emphasis on developing pupils' learning through practical investigations.
- Pupils who have special educational needs and who speak English as an additional language are given very good help in lessons and so they achieve very well.
- The use of ICT and links with other subjects require further development.

Commentary

59. By the end of Years 2 and 6, pupils achieve well to reach average standards in science. This is the same as the previous inspection by the end of Year 6, but an improvement by the end of Year 2. Pupils' good achievement overall represents good improvement since the last inspection, when it was judged satisfactory. This is the result of consistently good teaching and the effective use of very well briefed support staff and the adoption of a scheme of work that better develops pupils' skills. Since the previous inspection, standards in scientific enquiry have improved because there is now a stronger emphasis on pupils developing their skills by involvement in practical science activities, with some opportunities for higher attaining pupils to carry out their own systematic investigations. The co-ordinator has observed the quality of teaching and this is one reason why there is an increased emphasis on practical science. There are some assessment procedures but these are not detailed or rigorous enough to indicate to the pupils or the teachers areas that are weak. Throughout the school, marking is quite basic and does not suggest to pupils how they might improve their work. Overall, therefore, the leadership and management of the subject are satisfactory.
60. The emphasis on practical science was clearly demonstrated in a good lesson in Year 4 where pupils investigated water resistance. With support from the teacher, they investigated which shapes moved more easily through water, discussing and devising a fair test. The higher attaining pupils concluded that the shape of an object is a key factor in overcoming water resistance. However, throughout the school, but especially with younger children, there is a tendency for teachers to exert too much control over the conduct of practical science. For example, opportunities for pupils to plan their own tests are limited and this restricts higher attaining pupils' involvement in challenging independent learning.
61. The quality of teaching and learning is good. Teachers give careful explanations of what pupils are to do, so that they are clear about what they are to learn and what is expected of them. There is good management of pupils' behaviour and successful use of praise to encourage pupils' confidence and raise their self-esteem when carrying out investigations. Pupils who have special educational needs and pupils who speak English as an additional language are given very good support so they can work successfully alongside their peers and achieve very well. For instance, in a good lesson for pupils in Year 2 on the adaptation of electrical circuits to enhance models, support staff provided well structured support to allow pupils sufficient independence to achieve success. A notable feature was that pupils who are still learning English were paired and grouped and encouraged to use their home language when discussing the tasks.
62. The use of ICT and links with other subjects are at present underdeveloped. Pupils have used the digital microscope to examine specimens but opportunities for pupils to

type instructions for their investigations and record their data by compiling and printing a range of charts are limited. Opportunities are also missed for pupils to use their writing and mathematical skills. For instance, there are examples of the overuse of worksheets in some classes and few opportunities for pupils to draw tables and graphs.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils benefit from the accurate teaching of key skills.
- There are insufficient opportunities for the co-ordinator to monitor the quality of teaching and learning.
- Not enough thought has been given to using ICT skills in other subjects.

Commentary

63. Improvements in the level of resources, including the recent introduction of interactive whiteboards, have put the school in a good position to teach skills. This is done with accuracy and regularity. Where interactive whiteboards are available, teachers are making increasingly good use of them to demonstrate key skills and in some instances, for example in Year 4, actively encourage pupils to use them themselves. This adds to pupils' involvement in lessons. Teachers are careful to explain key vocabulary and to assess pupils' competency in demonstrating new skills. As a result, from a low base, pupils achieve at a satisfactory rate to reach standards that are still below expected levels in Year 2 and meet expected levels in Year 6. This is much the same as at the time of the last inspection, and so improvement has been satisfactory.
64. The co-ordinator has reviewed the scheme of work with the aim of ensuring that teaching enables pupils to make interesting and thoughtful use of their skills. However, despite being a key priority in the school development plan, no time has been allocated for checking that this is the case. This undermines the impact of leadership and management, which is satisfactory. Although teaching and learning are satisfactory overall it is only in Year 6, where the co-ordinator teaches, that they rise above this. Here, achievement is good and is the principal reason why pupils reach expected levels by the end of the year. For example, pupils combine work on spreadsheets with the planning of an end-of-year party. On other occasions they edit and maintain an on-line newspaper, recording key events in the school. This also leads to the regular use of a digital camera. The success of teaching here is to move beyond the acquisition of skills and to exploit the potential computers have to promote thought. This is not the case elsewhere in the school, where there is a tendency to teach skills in isolation from purposeful use. For example, in Year 2, pupils may simply type their name and something about themselves. While this enables them to change font size and colour, it lacks a sense of purpose. As well as providing a good role model for other staff with the quality of her teaching, the co-ordinator also leads the way with assessment. She is careful to involve pupils in self-assessment so that, using a booklet that sets out competencies, pupils are challenged to prove to the teacher how well they can use them. Her expertise therefore puts her in a strong position to influence the practice of others.

Information and communication technology across the curriculum

65. The school is yet to fully get to grips with using computers purposefully in other subjects. There are examples of some thoughtful links. For example, in Year 2, pupils wrote some thoughts about the tsunami and used an art package to illustrate it. However, this is the exception rather than the rule so that the current situation with regard to purposefully using computers in other subjects is unsatisfactory. Where links are made, too little thought is given to ensuring that this is done in an increasingly challenging ways that develop as pupils move through the school. For example, pupils in Years 2 and 4 have both produced graphs, which in most instances are the same. Indeed, pupils in Year 2 have produced more complicated graphs than those on display in Year 4.

HUMANITIES

RE was inspected in full and is reported in detail below. History and geography were sampled.

66. The school uses national schemes of work to teach **history** and **geography**. There is a different focus on either history or geography each term and pupils have covered topics such as the Great Fire of London in Years 1 and 2 and the Ancient Greeks and the Vikings in Years 3 to 6.
67. In geography younger pupils enjoy learning about the travels of Barnaby Bear and older pupils have enjoyed learning about Africa and the weather. The work on Africa was very well linked to art, mathematics and music. Pupils have been involved in a Fair Trade assembly, which has also raised their awareness as citizens. A recent event, One World Week, enabled each year group to study a different country, raising their cultural as well as geographical awareness. Personal experiences such as saying goodbye to a child and a member of staff emigrating to Australia are grasped by the school, to provide real world learning opportunities for pupils.

Religious education

Provision in RE is **good**.

Main strengths and weaknesses

- Pupils achieve well, and by Year 6 standards are at the expected levels.
- Pupils have good opportunities to build up an understanding of world faiths. This knowledge promotes very good attitudes and makes a valuable contribution to the school's successful approach to inclusion.
- Sometimes opportunities for pupils to develop their writing skills are missed.
- The school makes good use of its links with the local clergy and other faith groups to extend pupils' knowledge of different faiths and cultures.

Commentary

68. Achievement has improved since the last inspection and so improvement has been good. By the end of Year 2 and Year 6, pupils have a sound grasp of world faiths. The religious education curriculum meets the requirements of the locally agreed syllabus. Leadership is good and the present caretaker manager, who is the headteacher,

monitors teaching and learning in the subject and ensures that the potential of religious education to affect pupils' thinking and attitudes towards differing cultures that now make up the school are exploited. As a result, religious education has an important part to play in the inclusive ethos of the school. For example, pupils whose first language is not English take a full part in lessons, as do those who have special educational needs, and make very good progress. Much of this is down to the sensitive and regular support they receive. The school makes very good use of the fact that its pupils represent many different faiths by involving them fully in lessons and providing good opportunities for them to share their knowledge and commitment to their faith with others.

69. It was not possible to make any overall judgement about teaching in Years 1 and 2 but teaching in Years 3, 4, 5 and 6 is good. The teachers plan creatively to promote independent learning and an understanding of human feelings, and to foster debating skills. There is a high expectation by teachers that pupils will respect and value the opinions and beliefs of others. This is evident in pupils' everyday behaviour and in their discussions in lessons. For instance, in a good lesson in Year 5 on forgiveness, pupils used strategies that they have learned in English lessons well, such as talk partners. They worked in pairs to explore the benefits and difficulties of forgiving others. This resulted in lively discussions and pupils exploring the sensitive issues of compassion and appreciating each other's points of view. For example, one pupil who still lacks confidence in English wrote: *'I would like to be forgiven for walking away from my mum because it made her very upset.'* Learning from religion about human experiences has improved since the previous inspection. The teachers promote inclusion very well. Several faiths and their practices are given a high status in the school. A group of Muslim pupils in Year 6 elected to produce a detailed poster on Christianity. Their research was accurate and the poster of good quality. A pupil summed up the lesson by saying: *'I chose to create a poster on Christianity, as I want to know more about their faith so I can respect them more.'* Support staff are used effectively to assist pupils, providing valuable assessment on the pupils' achievement. However, evidence from scrutiny of work indicates that in some classes opportunities are missed for pupils to use their writing skills in an engaging enough manner.
70. Good use is made of the community's clergy, who conduct assemblies on a regular basis and invite pupils to the local church. There are also visits to other places of worship. On occasions, visitors from other faith groups and cultures visit the school. This results in an increase in pupils' learning about the beliefs and symbols of Christianity and other faiths and valuing the diversity of religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

71. In **art and design**, work on display shows that standards are above average by the end of Year 6. Pupils in Years 1 and 2 develop satisfactory skills in painting, as well as appreciating how different colours and textures can be used for effect. They weave and use a range of materials for model-making. For example, pupils in Year 1, using clay, made models of animals showing skills in observing visual clues. Higher up the school, skills in art and design are significantly extended and permeate other subjects. For instance, pupils in Year 6 produced good quality mathematical shapes, using batik methods of painting. A significant feature of their work is the multi-cultural dimension. Throughout the upper school there is a wealth of artwork with an international flavour. This chimes well with the school's commitment to multi-cultural education. The school

has extended the curricular provision. For example, there has been a whole school activity, *Welcome to our World*, with visiting specialists providing pupils with opportunities to develop their art skills through different approaches.

72. The curriculum for **design and technology** is broad and varied. As a result, pupils benefit from a full range of learning experiences and acquire a variety of techniques. Discussions with pupils show they have a good understanding of planning, designing and evaluating aspects of this curricular area. Pupils in Year 6 demonstrated knowledge of an important aspect of design and technology, namely that what they create is what people want and it should work. There is challenge in their lessons. For instance, pupils in Year 6 were given an hour to produce a waterproof shelter for two 'Lego people'. They succeeded in constructing shelters, ensuring rigidity through well-made brackets, and used suitable materials to make sure the shelters were waterproof. Pupils evaluate their work upon completion so that they can learn from their mistakes. This is good practice.
73. In **music**, many pupils clearly benefit from a wide range of activities. Year 6 pupils spoke enthusiastically about their music lessons. They enjoy listening to music and singing songs, and were particularly enthusiastic about their most recent learning, composing their own 'jingles' for their *radio station*. Evidence from assemblies indicates that pupils sing in time and tune with clear diction. There is good tuition in woodwind for a small group of pupils. They have opportunities to perform in an ensemble during the celebrations of major religious festivals, assemblies and whole school *Theme Weeks*; for instance, when playing in an assembly they performed a range of tunes and hymns to a good standard. This experience made a good contribution to developing not only their musical skills but also enhancing their personal development. Musicians visit the school to give the pupils the opportunities to listen to and participate in performances of a wide range of music. These experiences effectively complement the very good provision for cultural development.
74. The school's clear commitment to **physical education** can be seen in the high profile it receives within the curriculum and the very strong partnership the school has forged with the nearby specialist secondary school. As a result of this, Year 4 pupils were eagerly awaiting trampolining lessons. The school offers pupils of all ages, sex and ability the chance to take part in a very wide range of sports beyond the school day.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

75. The school ensures that pupils have regular opportunities to discuss a range of sensitive issues. One pupils' response to the tenets of *Every Child Matters*, for example, was to write '*I have a right to be safe. I will make sure I am with an adult I know.*' These opportunities connect closely with lessons in religious education and to the deliberate strategies that the school has put in place to address pupils' personal development. *Activemark* and healthy eating initiatives reflect the school's concern for pupils' personal development through the promotion of regular exercise and healthy eating. The school has in place suitable procedures for sex and relationship education and for drugs awareness. Outside expertise is used to supplement the school's expertise.

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	2
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	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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