

INSPECTION REPORT

GLORY FARM PRIMARY AND NURSERY SCHOOL

Bicester

LEA area: Oxfordshire

Unique reference number: 123012

Headteacher: Mr Paul Ducker

Lead inspector: Ian Naylor

Dates of inspection: 29th November – 1st December 2004

Inspection number: 266874

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: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 434

School address: Hendon Place
Sunderland Drive
Bicester
Oxfordshire
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Telephone number: 01869 244050
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Appropriate authority: The governing body
Name of chair of Mr Alan McCarthy
governors:

Date of previous 1st February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Glory Farm Nursery Primary is a larger than average school with 434 pupils on roll. It shares a site with a special school and a secondary school. The majority of pupils are from British heritage backgrounds, but 37 are from other ethnic origins. The family backgrounds of the pupils represent a cross-section of the community, but many are from low socio-economic groupings. Attainment on entry is below average. At the time of the inspection, 27 children of Reception age were being taught in morning sessions in the purpose-built Nursery and a further 26 children in the afternoon. There are three pupils for whom English is an additional language. There are four pupils with statements of special educational need, and 54 pupils have special educational needs requiring school action; this is about the average for similar schools nationally. There has been a reduction in the school roll since the previous inspection due to local education authority reorganisation and other changes to the local social and economic environment. The school achieved the School Achievement award and Investors in People Award in 2003, and the Activemark Gold Award and Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2090 6	Ian Naylor	<i>Lead inspector</i>	Physical education History Geography
1403 2	Marion Saunders	<i>Lay inspector</i>	
1066 8	David Walker	<i>Team inspector</i>	Mathematics Religious education Design and technology.
2330 0	Lily Evans	<i>Team inspector</i>	English Art Special educational needs
3069 1	Kathleen Yates	<i>Team inspector</i>	Foundation Stage Music
1224	Graham Todd	<i>Team inspector</i>	Science Information and communication technology Personal, social and health education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. The headteacher has brought a new impetus to the committed staff team, so that leadership and management are good. The quality of teaching is good. Standards at the end of Year 6 are satisfactory compared with those of all schools nationally, but good compared with those of similar schools. The school is a well ordered and welcoming community. It maintains good links with parents, gives good support to pupils of all abilities and provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good overall and has many strong features.
- The leadership by the headteacher and senior staff is good.
- The attitudes, behaviour and personal development of pupils are consistently very good.
- Attendance is very high and pupils enjoy coming to school.
- Standards in English, mathematics and science in Years 1 and 2 are too low.
- The curriculum is good and, in particular, the provision for physical education and sport is of good quality.
- There are very good relationships between staff and pupils, and this produces a happy, 'family' atmosphere.
- Extra-curricular activities are good and include a wide range of after-school clubs.
- Good links are made with other schools and the local community.
- There is a lack of focus on promoting pupils' potential attainment, especially in Years 1 and 2, and to some extent that of higher achieving pupils across the school.
- Child protection procedures need to be more widely discussed throughout the school.

The school has sustained the best features noted at the previous inspection and has improved satisfactorily overall. The provision for information and communication technology (ICT) has improved; good investment in equipment and staff training has had a positive effect on standards. The curriculum has been improved by the work of teachers supporting subjects in teams. Assessment now uses information and communication technology to record assessment data more uniformly across the school, but needs further refinement to enable it to adapt teaching to meet pupils' specific learning needs. The overall quality of teaching has increased, particularly in literacy and numeracy.

STANDARDS ACHIEVED

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

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

Achievement overall is **satisfactory**. In the 2004 national test results, standards at the end of Year 6 showed an improvement on the previous two years' results compared with those of all schools nationally; they were average in mathematics and science, and above average in English. The majority of children enter school in the Reception year with lower than average attainment. They make good progress, during their time in the Foundation Stage, but early problems, particularly with speaking and listening skills, provide the school with a significant challenge, and many children do not attain all the goals children are expected to reach by the end of Reception. The children continue to make less progress than expected in Years 1 and 2, with standards in English, mathematics and science below average. They make rapid improvement in achievement by Year 4. Current standards in English, mathematics and science in Year 6 are in line with national averages overall. In the recent tests, boys achieved significantly higher standards than girls. The school is successfully addressing these imbalances in standards between boys and girls. Pupils with special educational needs (SEN), and those in the early stages of acquiring English, achieve well.

Pupils' personal development, including their spiritual, moral, social and cultural development is very good. Their attitudes, behaviour and attendance are also very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good overall. Teaching in English, mathematics, ICT and physical education is good, and it is satisfactory in science and religious education. Teaching is good in the Foundation Stage. Teachers give pupils a clear idea of what they will learn at the start of the lessons, and pupils are often asked at the end of lessons to evaluate how well they have done. Teachers have very high expectations of pupils' behaviour and performance. There are satisfactory procedures for the assessment and recording of what pupils know and can do, but the identification of the next step in learning is not always precise enough, particularly for younger pupils and for higher attaining pupils across the school. The curriculum meets the needs of pupils well and there are very good opportunities for pupils in sports. There is good provision for meeting the needs of those pupils with SEN and those for whom English is an additional language. There is a wide range of after-school clubs, including those for art, music, dance, drama, and foreign languages, as well as sport. The care, welfare, health and safety of pupils are satisfactory. Relationships between adults and pupils are very good. The school gives good support and guidance to pupils of all abilities and backgrounds. Staff have made good links with parents, local schools and the local community; these have a good effect upon pupils' learning, and support their personal and social development well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governors are well organised, meet all statutory requirements and give satisfactory general support, but they do not always challenge the headteacher and staff sufficiently in reviewing standards. The new headteacher has a clear sense of what he wants the school and pupils to achieve, and is already making the necessary changes in staffing, curriculum, teaching and learning to

further improve these. The staff team are dedicated and prepared to embrace change. They provide good role models for pupils. There is an efficient school office, and financial systems and controls are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school, and full of praise for the work of the new headteacher and for the staff. They feel that their children benefit in many ways both socially and academically from attending the school. Pupils are very satisfied with their school; they like being at school and say that they enjoy most of their lessons. They feel confident in their relationships with staff and with one another. They are proud of their school and appreciate the range of activities available to them; they want to work hard and achieve.

IMPROVEMENTS NEEDED

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

- Improve standards in English, mathematics and science by the end of Year 2.
- Provide identification of pupils' levels of attainment as soon as possible after admission; use assessment data to identify learning needs and devise specific learning strategies to meet them.
- Ensure regular review of staff training needs associated with child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement overall is **satisfactory**. Standards by the end of Year 6 are **satisfactory**. In the 2004 national test results, standards by the end of Year 6 showed an improvement on the previous two years. They were average in mathematics and science and above average in English, compared with those of all schools nationally. Compared with those of similar schools, standards by Year 6 were well above average in English, above average in mathematics and average in science.

Main strengths and weaknesses

- Standards rise for the majority of pupils as they move through the school, to at least satisfactory and often good by Year 6.
- Achievement in English is good by Year 6.
- In science, achievement is unsatisfactory in Years 1 and 2.
- Children in the Reception class achieve well.
- In ICT, standards have risen since the previous inspection and are now at least satisfactory.
- Pupils make good progress and achieve well in physical education.

Commentary

1. The majority of children enter school in the Reception year with lower than average attainment. Some, but not all, of the children attain the Early Learning Goals¹. Standards in Years 1 and 2 have declined since the last inspection and are well below average. However, in literacy and numeracy, current achievement is at least satisfactory, and sometimes good. Although the pupils make less progress than they should in Years 1 and 2, achievement improves well by Year 4. The number of pupils eligible for free school meals is broadly average. However, the numbers have increased since the previous year, putting the school at the top of the banding used to calculate average points scores in the national test. This has implications for interpretation of the results, which should therefore be viewed more favourably.

2. On the evidence of the observation of lessons and analysis of pupils' workbooks, standards and pupils' achievement in Years 3 to 6 are at least average and are rising. In the most recent national tests, boys achieved significantly higher standards than girls; this is an issue which the school is successfully addressing. Pupils with SEN, and those in the early stages of acquiring English, achieve well across the school. There are no appreciable differences in standards or achievement between the school's different ethnic groups.

3. Standards in English in the 2004 national tests were well above average compared with those in similar schools, and above average compared to those of all schools. Levels of attainment by the end of Year 6 are average when compared to those in similar schools

¹ The goals children are expected to reach by the end of Reception.

and to national standards. Standards by the end of Year 2 are below average, but achievement is satisfactory. Current achievement in Year 6 in English is good, and pupils have made good progress compared to their attainment at the end of Year 2. Current standards in Year 2 are below average, but achievement is satisfactory.

4. The results of the 2004 national tests in mathematics at the end of Year 2 were well below the national average for all schools and also well below that for similar schools. In the mathematics tests at the end of Year 6, the overall achievement was close to the national average for all schools. The school's results in the national tests in mathematics at the end of Year 2 have declined over the four previous years as compared with the national average. Standards by the end of the year are likely to be at least satisfactory in Year 6.

5. Standards in science in Years 1 and 2 are currently below average. A significant number of pupils are not achieving the standards they could. In Years 3 to 6, standards are average and most pupils achieve well.

6. Standards and achievement in ICT are satisfactory throughout the school and are better than they were at the previous inspection.

7. Achievement is good in physical education. Many pupils attain well above expected levels in a range of activities, including dance, swimming and games. There has been satisfactory improvement since the previous inspection. The school has gained the Active Mark Gold Award from Sport England.

8. Achievement in religious education is at least satisfactory.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.1 (25.9)	26.9 (26.8)
mathematics	27.6 (26.3)	27.0 (26.8)
science	28.8 (29.0)	28.6 (28.6)

There were 75 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are both **very good**. Pupils' behaviour and their attitudes toward school are **very good**. The provision for pupils' personal development including their spiritual, moral, social and cultural development, is also **very good**.

Main strengths and weaknesses

- The school is very successful in promoting and achieving very good behaviour.
- Relationships are very good.
- Pupils enjoy lessons and after-school activities, and are very enthusiastic and hardworking.
- Pupils learn to distinguish between right and wrong.
- Attendance is well above the national average.
- There are not enough activities that promote understanding of other cultures.

Commentary

9. Pupils' attitudes, behaviour and personal development have all improved since the previous inspection and are a considerable strength of the school

10. The school has very high expectations of pupils' behaviour. Behaviour is very good. Pupils play well together. They say that there are very few incidents of bullying, and when they do occur staff deal with them effectively. The school has had no exclusions for several years.

11. Relationships throughout the school are very good, and pupils are caring and considerate. They work very well together in lessons, cooperate with one another on tasks, and listen well to each other.

12. During most lessons, pupils behave well, work hard and concentrate well; this is increasingly so as they move through the school. By the beginning of Year 3, most pupils are able to work independently and take responsibility for their work. Pupils are confident speakers and perform enthusiastically for their peers. A play about the weather by pupils in Year 2 was performed to a school gathering with both confidence and a desire to do well. Pupils enjoy the wide range of extra-curricular activities that the school provides, and many take part successfully in music and sports activities.

13. Pupils have very good opportunities to discuss moral issues, particularly in personal, social and health education (PSHE) and religious education lessons. The use of 'circle time' throughout the school gives pupils very good opportunities to share their own experiences and beliefs, and to learn to respect the views of others. The school could provide more opportunities for pupils to understand life in a multicultural society.

14. Attendance at the school is well above the national average and unauthorised absence is below average. There have been no exclusions in the last school year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**.

Teaching and learning

Teaching and learning are **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers plan interesting and relevant activities which motivate pupils well.
- Teaching in science in Years 1 and 2 is unsatisfactory.
- Teaching is good in the Foundation Stage.
- Teaching of pupils with SEN is good.
- Teaching assistants give good support, particularly to low attaining pupils.

- Marking of pupils' work is not consistent across the school and does not always help pupils to raise their standards.

Commentary

15. Teaching is best in Years 3 to 6, where it is sometimes very good and sometimes excellent. It is good for children in the Reception class (Nursery). Teaching in English, mathematics and ICT is predominantly good in Years 3 to 6. Teaching is satisfactory overall in Years 1 and 2, although equal numbers of satisfactory and good lessons were seen. In science, in Years 1 and 2, the additional information from analysis of pupils' work since the beginning of the academic year shows teaching to be unsatisfactory in supporting pupils' achievements. Teaching in physical education is at least good, and excellent lessons were seen in dance and swimming. There has been an overall improvement in the quality of teaching since the previous inspection and no unsatisfactory teaching was observed.

16. Teaching and learning in the Foundation Stage are good. All children, including those with SEN and those who are at an early stage of acquiring language, achieve well. This is because teaching focuses on learning activities that are carefully organised and makes full use of the teaching assistants, who are experienced and make a significant contribution to children's learning.

17. The teaching of pupils with SEN, and of pupils whose first language is not English, is good. In Years 1 to 6, pupils with SEN make good progress in their learning, largely because of the good support they receive from teaching assistants. However, at times class teachers rely too much on these colleagues to enable pupils to complete tasks. Sometimes, the reading materials used are not matched to pupils' precise needs, and individual education plans (IEPs) are not adhered to closely enough. However, for pupils withdrawn for specific teaching, learning activities are well targeted and are led by teachers with very good knowledge and understanding of the nature of pupils' needs.

18. Across the school, teachers give pupils a clear idea of what they will learn, and often ask pupils to think about how well they have done in lessons and how they could improve their work; this is particularly so in Years 3 to 6, in which the most successful lessons were seen. Teachers have high expectations of pupils' behaviour and performance. Teachers generally plan well for interesting activities that capture the imagination of pupils and challenge them to think. They question pupils well to assess their understanding. Some teachers mark pupils' work well, but there is an inconsistent approach across the school. Evaluative comments made by teachers do not always guide pupils well enough and show them how they can improve. These comments do not often refer to levels of attainment or to the specific targets set.

19. There are satisfactory procedures for the assessment and recording of what pupils know and can do. These are used best in Years 3 to 6, especially in English. However, the identification of the next step in learning is not always precise enough, particularly for younger pupils and for higher attaining pupils across the school. Some teachers set targets for improvement in aspects of pupils' work, but these are often too general. Additional use of the data analysis of pupils' attainment by teachers is needed to link teaching to improving further the pupils' National Curriculum levels in the national tests.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfactory	Poor	Very poor
2 (5%)	5 (11%)	27 (60 %)	11 (24 %)	0	0	0

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

Example of outstanding practice

An example of how excellent teaching can motivate pupils to high levels of achievement was seen in a dance lesson in Year 4.

Pupils improvised dance to taped music and sounds of the Second World War in a lesson with close links to work in history. The very high level of challenge and expectation set by the teacher helped pupils to work very well individually and in pairs. They finally came together in groups to give a thoughtful and expressive dance sequence that mimed some of the evocative emotions and actions associated with 'the Blitz'.

The curriculum

Curriculum provision is **good**. Learning is enriched through a good range of out-of-class activities. The accommodation and resources support the curriculum well.

Main strengths and weaknesses

- There is good provision for the children in the Foundation Stage and pupils in Years 3 to 6.
- The curriculum is enriched by extra-curricular provision, particularly in the arts and sport.
- Personal, social and health education (PSHE) is good and underpins pupils' very good personal development.
- Provision for pupils with SEN is good.
- Staffing levels, accommodation and resources are good.

Commentary

20. The curriculum is good: it is broad and balanced in the range of subjects offered. The school meets statutory requirements for religious education and collective worship. The curriculum in the Foundation Stage is good, with a wide range of interesting and stimulating experiences to meet children's needs as they develop.

21. For pupils in Years 1 to 6, the national literacy and numeracy strategies are followed closely. Planning for all subjects is based on national guidelines. Opportunities to develop ICT skills are evident in planning for other subjects. Year group leaders plan together to provide a consistent approach to the curriculum. Planning also ensures that cross-curricular links are a feature of many lessons, for example the emphasis in history and geography on the use of literacy. The school has made satisfactory improvements to its curriculum since the previous inspection. It caters well for pupils of all abilities and backgrounds. Pupils are well prepared to move on to the next stage of their education.

22. Pupils with SEN have good IEPs. There are appropriate specific programmes and resources to support pupils with a wide range of needs. These pupils are encouraged to take part in all school activities. The curriculum also caters well for the needs of the few pupils who speak English as an additional language or who are at an early stage of language acquisition.

23. The good provision for PSHE makes an important contribution to the pupils' personal development and to their positive attitudes and good behaviour. There is a good programme of PSHE lessons each week involving every pupil. The school fulfils its commitment to teach about drugs, sex and relationships through this programme.

24. There are many additional activities to enrich the curriculum, particularly in the arts and sport. Pupils benefit from a very good range of high quality after-school activities that are well attended. These help pupils to grow in confidence and self-esteem. There are opportunities to join an orchestra or choir, and to have instrumental tuition, as well as art, computer, French and book clubs. There have been visits from theatre groups and authors. There are opportunities for football (boys, girls, and mixed), and for netball, rugby and gymnastics. Pupils play cricket and engage in athletics in the summer. There are also visits from sports personalities. There are many opportunities, both within the

timetable and in out-of-school time, for dance, drama and swimming. Further learning opportunities outside the classroom are provided in the library, and during school visits and residential journeys. The school has achieved the 'Activemark Gold Award' and has recently applied for the 'Artsmark Award'.

25. The school is well staffed, with some class sizes below the national average. The school has a satisfactory number of teaching assistants. The accommodation is good and provides a safe, secure and stimulating learning environment. Facilities and resources in ICT have been considerably improved and are now very good. The whole school is well maintained and decoration is kept in good condition. There are very good outdoor facilities. The curriculum is well supported by the school's good resources for teaching and learning.

Care, guidance and support

The school's arrangements for pupils' care, welfare and health and safety are **satisfactory**. There is **good** support, advice and guidance, based on the monitoring of pupils' achievements and personal development. There is **good** involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There are very good, trusting relationships between pupils and staff.
- The school is successful in providing a secure and welcoming environment for pupils.
- Child protection procedures need to be more widely discussed throughout the school.
- The school council is well established.

Commentary

26. Relationships between pupils and staff are very good and make a significant contribution to the positive learning environment. Pupils know that there are adults in the school whom they can trust and who will listen to their individual concerns. Staff know pupils well, and this contributes to the good support they are able to provide. Pupils have clear personal targets and understand how these will help them to improve their work.

27. The school is justifiably proud of the happy, 'family' atmosphere that it successfully promotes. The clustering of year group classes provides security to younger pupils in a large school. Through the PSHE programme, the school helps pupils to understand how they can take responsibility for their own health and safety. The school has been successful in achieving the Healthy School's Award and very successfully promotes a wide range of extra-curricular activities which support pupils' physical education.

28. Pupils are well cared for and supported in school. As appropriate, outside agencies are involved when more specialised help is needed. Annual reviews for pupils with statements of special educational need are efficiently conducted, and statutory duties are met. The school recognises the need to identify pupils as early as possible and is taking steps to do so.

29. Although the school meets its basic legal obligations for child protection, a significant number of staff have not received updated training in child protection, either in what to observe or in the procedures to follow. The school has identified the need for training and this is planned to occur next term. Greater prominence needs to be placed on child protection awareness, and information should be more readily available throughout the school.

30. The school is part of a pilot programme within a cluster of schools which employs a member of staff to support families with specific needs. This makes a positive contribution

to retaining within the school community pupils in these families who are identified as being 'at risk'.

31. The school has a long history of involving pupils in some of the decisions relating to the school, through the popular and well-functioning school council. The council has chosen which charities the school should support and decides upon different methods of fundraising. This year funds have been raised for Cancer Research and Water Aid. Innovative ideas have also been put into practice, such as installing clocks in the playground, so that pupils know how much time is left at break-times. The school council has established direct links to the governors.

Partnership with parents, other schools and the community

The school has **strong**, positive links with parents. Links with the community and with other schools are also **good**.

Main strengths and weaknesses

- Parents have positive views of the school.
- The school makes good use of opportunities arising through sharing a site with the local secondary school and a school for pupils with SEN.
- Information provided for parents about the school and about their children's progress is good.
- The school does not yet systematically seek parents' views about the school.

Commentary

32. Parents think highly of the school. They find the school approachable and like the induction arrangements that help their children to settle into school. Parents think the pupils behave well and that staff expect pupils to work hard. Inspectors feel parents are justified in all of these points. A very small number of parents did not feel well informed about their child's progress. There is an active Parent Teacher Association (PTA) which organises both social and fund-raising events and is supported by a large number of parents. Parents also make a good contribution through volunteering to help with school outings and the residential journeys, and in the classroom.

33. Parents also welcome the opportunities for links with the local special school and the secondary school, which share a common site. Pupils from the special school are integrated into certain lessons, and older pupils visit classes in the special school. The great majority of pupils transfer to the secondary school on the same site, and the close proximity allows opportunities for a good range of familiarisation events. The school hosts work experience placements for secondary school pupils, and a number of ex-pupils assist with sporting activities. These links make a good contribution to preparing pupils for the move to secondary school.

34. The school has an informative school brochure and a very useful annual governors' report to parents. These provide a good range of information about the school's achievements and the current curriculum. Each term there is a curriculum newsletter, and the school creates special opportunities for parents to discuss particular subjects. Annual reports to parents on pupils' progress are comprehensive and include specific targets in English, maths and science.

35. Although the school proposes to consult parents on the next phase of the school development plan, it has not yet done so. The school does make good use of the PTA as a 'focus' group, but it now needs to develop ways of ensuring that all parents have the opportunity to be consulted.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The work of the governing body is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the direction of the school.
- There is an experienced and committed staff team.
- There is a determination to lift overall standards.
- Governors are well organised, meet all statutory requirements and give satisfactory general support.
- Senior staff provide good role models to other staff and pupils.
- Financial systems and controls are good.

Commentary

36. The headteacher, just into his second year, has already demonstrated his ability to give strong direction and leadership. He has calmed the anxieties of parents and staff about the transition to a new headteacher, and has justified the confidence placed in him by governors. He has embraced the strengths of his predecessor, but has already taken some important strategic decisions about the way forward for the school; for example, he has reinforced the experience and expertise of staff in Years 1 and 2, and there are signs that this is beginning to have a positive effect upon the quality of teaching. He has the confidence and support of a good senior management team, and of a dedicated staff.

37. The headteacher is well aware of the need to raise overall standards still further, especially in Years 1 and 2. He has introduced more rigorous monitoring of the quality of teaching and learning, by strengthening performance management arrangements through organising teachers into teams to support subjects. There is now a more focused analysis of standards by staff and a more purposeful approach to self-review of overall school performance. However, this process needs to be developed further, with more decisive action taken by subject leaders in order to raise standards overall. A revised school development plan is being constructed through consultation between staff, governors and parents, to take into account the priorities for improvement and how they can be best addressed. This process is at an initial stage. Much work has already been done to improve the quality of the curriculum and subject leadership. It is recognised that more needs to be done to focus upon teaching and learning, particularly to use the information that is gathered from teacher assessments, and national test results, and to track pupils' progress.

38. Governors are well organised and give good general support to staff and pupils. Many are very experienced and are aware of the school's strengths and weaknesses. Some governors do visit classrooms and undertake informal monitoring, for example of the curriculum planning. However, monitoring needs to be more extensive and rigorous in its approach, to enable governors to gain the information they need to be able to challenge the headteacher and staff sufficiently, for example about standards.

39. The staff team provide very good role models for pupils; they work very hard and are prepared to embrace change. There is now a strong structure for subject leadership.

Subject leaders recognise that even more emphasis needs to be placed upon securing higher standards for pupils. The special educational needs co-ordinator (SENCO) provides good leadership to staff.

40. Management is good, with sound policies and procedures in place for all areas, although the frequency of review needs to be increased and made more regular. The school finance officer provides good support to the financial management of the school. Financial systems and controls are good. Regular financial reports are made to the headteacher and governors. The school has managed its budget very well in the face of a falling school roll. The school office is efficient and is welcoming to parents and visitors; it gives effective support to staff.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,270,516.00	Balance from previous year	70,239.00
Total expenditure	1,149,540.00	Balance carried forward to the next	41,964.00
Expenditure per pupil	2,970.00		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

41. The school has maintained its good provision for the youngest children in the school since the previous inspection. When children enter the Foundation Stage, the attainment of the majority is below average. Teaching and learning are good, and all children, including those with SEN and those who have English as an additional language, achieve well in all areas of learning. The experienced teaching assistants have a very good understanding of how young children learn, and make a significant contribution to the good progress that children make. Leadership and management of the Foundation Stage are good. Children settle quickly because of careful and sensitive arrangements to introduce them to school. However, current procedures to assess the attainment of individual children are not sufficiently focused, and pupil performance data is not recorded in such a way as to give an instant overview to inform teachers of the progress of the whole class.

42. By the end of the year it is unlikely that, in spite of good achievement and progress, the majority of children will reach the standards expected in communication, language and literacy, or in mathematical development. This is because their level of understanding and their learning skills are below those of most children when they enter the school, and they will not have had sufficient time in school to catch up. However, the majority of children will reach the Early Learning Goals² in personal, social and emotional development, physical development, creative development and knowledge and understanding of the world. Improvements in the accommodation and resources since the previous inspection ensure that all children are provided with a very light and spacious environment and a host of stimulating activities, so that they can explore and enjoy learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff enjoy very good relationships with the children.
- Not enough emphasis is given to the development of independent skills.

Commentary

43. Teaching and learning are good. All children achieve well and most are likely to reach the expected levels by the end of the year. All staff provide very good role models, so that the

² The goals children are expected to reach by the end of Reception.

children are developing good manners and consideration for others, in a happy, caring environment. The more able children take part confidently in new activities. The very good support of teaching assistants ensures that those children who are shy or are reluctant to join in begin to enjoy responsibilities such as handing out snacks and feeding the classroom pets. This helps to raise their self-esteem. Staff do not expect children to assist in routines on every occasion, such as dressing themselves and tidying up at the end of activities, with the result that children's independent skills are not promoted sufficiently.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Listening skills are not always well promoted.

Commentary

44. Although teaching and learning are good and children achieve well, it is unlikely that the majority of children will achieve the expected levels by the end of the year. This is because a significant number of children have poor speaking and listening skills when they start school. Teaching assistants read short, exciting stories, using puppets to enliven them, and in this way they gain the attention of the less able children, who begin to listen more intently. Those who lack the vocabulary to describe the main features of stories indicate their understanding by pointing to colourful pictures. The more confident children join in with rhymes and recall lines from favourite stories. More able children begin to recognise familiar words and to record in words some sounds they have heard, and they form letters neatly. Less able children have little sound recognition and struggle with pencil control.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults use resources well to make learning meaningful for children.
- More able children are not sufficiently challenged.

Commentary

45. Teaching and learning overall are good and most children achieve well. Very good use is made of a wide range of resources, so that learning is fun. Teaching assistants provide well for less able children, who are encouraged to use mathematical language, for example as they assemble large construction equipment in their outdoor play. Many pupils do not recognise numbers readily, but they are given many good opportunities to arrange objects and investigate patterns. More able children participate well in ordering objects of different lengths and they count reliably to 30, for example as they measure how many

footsteps there are across a given area. On occasions, staff miss opportunities to stretch the more able children by offering them more challenging tasks. It is unlikely that the majority of children will reach the expected levels at the end of the year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. No direct teaching of this area of learning was observed. Planning is clear and shows that children are learning about general features of the world such as animals of the jungle. More able children speak confidently about the differences between these animals and those found in colder regions, such as polar bears. They describe the ice which they handle as heavy and hard to touch, and know that it will melt in warm conditions. With adult support, the less able children use computers to produce colour pictures, while the more able are confident to use the mouse and to access different programmes. Children achieve well and it is likely that the majority will reach the expected levels by the end of the year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Outdoor facilities are very good.
- Lessons do not always have a clear focus for learning.

Commentary

47. Teaching and learning are good and children achieve well; most are on course to reach the Early Learning Goals by the end of the year. Very good use is made of the outdoor area, which is spacious and very well resourced. Children show increasing control when operating equipment by pushing and pulling. They work well together and share apparatus sensibly, and are confident to engage in working with malleable materials. In response to the careful questioning of teaching assistants, they demonstrated their skills of pushing, rolling, squeezing and twisting as they fashioned long and short sausages. More able children show increasing independence as they persevere in cutting and joining.

CREATIVE DEVELOPMENT

Commentary

48. No direct teaching of creative development was observed. Good use is made of role-play to promote speaking and listening skills and mathematical understanding. Children sing rhymes about counting and ordering and enact stories alongside adults, who help to develop their language well. Staff encourage children to select and use appropriate materials and containers to make instruments, and then to decorate them with glitter and sparkly paper. Children achieve well and enjoy the wide range of activities they are offered. It is likely that the majority of children will reach the expected levels by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement by Year 6 is good.
- There is evidence of underachievement at the end of Year 2, where standards are not high enough.
- Pupils work hard in class and cooperate very well.
- Speaking and listening skills are good.
- Support for pupils with SEN in reading and spelling is good, and they achieve well.
- Opportunities for writing stories and for extended writing are insufficient.
- Although assessment procedures are good, there is inconsistent use of assessment information.

Commentary

49. Standards at the end of Year 2 are below average in speaking and listening, reading, and writing, but achievement is satisfactory. Current achievement in Year 6 in English is good: pupils have made significant progress compared to their attainment at the end of Year 2. Achievement in speaking and listening is very good; in reading it is good, and in writing it is satisfactory when compared to the pupils' attainment at the end of Year 2. The school is successfully addressing imbalances in standards between boys and girls.

50. The focus on improving standards in speaking and listening has been successful, because current standards are good in Year 6. Teachers give pupils good opportunities to listen to each other in paired, group and class sessions. For example, in one lesson a pupil took the role of a particular character and answered questions about him in role. Dance was used effectively in physical education lessons to put pupils into the role of people fleeing to air raid shelters during the Blitz. Pupils' writing that was stimulated by this was of a good standard, as pupils drafted their news reports together and wrote their own version of instructions on how to construct Anderson Shelters. There are many good opportunities for pupils to speak in public. These include concerts and assemblies, when chairing class discussions, as early as in Year 2, and when representing class views in the school council.

51. Teaching is good in the majority of lessons, and this was confirmed by analysis of pupils' workbooks. The quality of teaching and learning in most lessons in Years 1 and 2 is satisfactory, while the majority of that in Years 3 to 6 is good. In the best lessons seen, learning is good because pupils' attitudes are good, motivation is high and their work tasks are interesting and match their abilities. Pupils in Year 2 produced good writing following a visit to the pantomime. Where teaching and learning are less successful, the pace is rather slow and methods used to hold pupils' interest are lacking, so that attention wanders. Teachers in Years 1 and 2 do not make the best use of the interactive whiteboards to catch and hold the attention of pupils.

52. Teachers discuss with pupils their work targets, and these help them to understand the improvements they need to make, for example in the use of capital letters, full stops and paragraphs, and in joining writing. Teaching assistants give good individual support in small groups to pupils with SEN and to lower achieving pupils in developing reading and spelling skills. Most pupils make good progress in their reading skills, although weaker readers struggle at times because they are not given books at the correct level: teachers' use of assessment information lacks rigour in this respect. In some lessons, teachers presented very similar writing tasks for each of the three different ability groups and relied on teaching assistants to help the lowest ability group. There was also too much reliance on mixed-ability pairing; while this can sometimes benefit lower attaining pupils, there were signs here that it was holding back their higher attaining partners.

53. Improvement since the previous inspection is satisfactory. The management of the subject is satisfactory. However, there is not enough time given to sustained writing practice for all age groups. The school recognises the need for early screening and identification of pupils with potential learning difficulties and there has been recent good improvement in the teaching of reading in Years 1 and 2. This work is just beginning and has yet to have an impact on standards. The subject is enhanced well by visitors to school, such as theatre companies and authors, and by visits to theatres and libraries.

54. The use by teachers of assessment information on pupils' progress is patchy. This is especially the case in identifying what pupils need to do to reach the next stage of their

learning. The arrangements for intervention programmes for supporting literacy skills are good, and the school is monitoring their success in raising standards. All classes have good access to computers. Resources of books are good, and the school aims to cater specifically for the interests of boys by involving them more in selecting books for the library.

Literacy across the curriculum

55. Literacy across the curriculum is satisfactory, a strength being in speaking and listening. In subjects such as dance, history, ICT and PSHE there is a successful emphasis on literacy. There is satisfactory use of computer software programs to develop comprehension, spelling skills, and word-processing, as well as for seeking information via the Internet in history, geography and science.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Attainment in Years 1 and 2 is well below the national average.
- Teaching and learning in Years 3 to 6 are good.
- Good use is made of computer-aided learning.
- Pupils' attitudes to learning in years 3 to 6 are very good.
- Assessment is carried out effectively but is not fully used to set individual targets.

Commentary

56. Pupils are currently achieving satisfactorily by Year 6. This year, although standards in Year 2 are likely to be higher, they are still judged to be below the expected levels for that age. Pupils with SEN achieve well, with support both from the class teacher and from learning support assistants. There is no significant difference between the progress made by boys and girls, or by pupils from minority ethnic groups.

57. Teaching and learning in mathematics are generally good; they are occasionally very good in Years 3 to 6. In Years 1 and 2 most teaching and learning is at least satisfactory. Teachers have a secure understanding of the work and the resources available to support teaching. Although the objectives for the lesson are written out for the class to see, they are not always shared or discussed with the pupils as the lesson begins. Teachers have a good knowledge of the subject, and of pupils' abilities and difficulties. Questioning of pupils to test their knowledge and understanding is perceptive and helps teachers to adjust their approach to meet individual needs.

58. In most lessons pupils concentrate very well during their independent work, as they find the work stimulating and interesting. They are well motivated and work hard, showing high levels of enjoyment. Teachers and teaching assistants manage pupils' behaviour very well. Relationships are very good and play a positive role in maintaining the quality of learning in mathematics. All adults take every opportunity to praise pupils and encourage them to be successful. The pupils respond well and are very keen to participate and show what they know, understand and can do. The plenary, or third part of the lesson, is generally used well to revise difficult areas and point the way forward for the next lesson. Homework exercises are set regularly and chosen carefully to help the pupils to consolidate their understanding and to promote independent learning.

59. Assessment of attainment is recorded conscientiously, but the information is not often used to set targets or to give either pupils or teachers a clear indication of progress. Consequently, lessons cannot be planned with confidence that pupils will be building on what they already know.

60. Information and communication technology (ICT) is used very well as a teaching resource to engage and motivate pupils, and to support them in their independent learning. In Years 1 and 2,

lessons do not always sufficiently stimulate the pupils, the pace is not brisk enough to hold their attention, and concentration slips as they become distracted, so that time is lost in regaining interest; this has a negative impact on learning.

61. The subject is satisfactorily led. The subject improvement plan ensures that each age group has its needs considered.

Mathematics across the curriculum

62. Mathematics makes a sound contribution to other areas of the curriculum. For example, pupils measure length accurately when designing. They are aware of the need to record science experiments, and they use their graphical skills and their ability to read to help them use scales accurately and understand measures. They understand how to arrange and change shapes when using ICT to support artwork.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards of achievement in Years 1 and 2 are not high enough.
- Teaching is consistently good in Years 3 to 6 and is having a positive impact on pupils' achievement.
- The use of ICT is improving and requires further development.

Commentary

63. Standards in science in Years 1 and 2 are below average. Evidence from lessons and analysis of pupils' workbooks showed there is a significant number of pupils who are not achieving the standards they could. In Years 3 to 6, standards are average and most pupils achieve well. However, in several classes throughout the school the work for higher attaining pupils is not challenging enough and does not extend them sufficiently. There is no significant difference between the achievement of boys and girls. Pupils with SEN make good progress.

64. The lessons observed during the inspection were satisfactory in Years 1 and 2. However, teaching over time has not been of the quality required to raise standards. In the lessons, teachers did not always make clear to the pupils what they would learn, and the teaching lacked pace and challenge. The teaching of scientific vocabulary is good.

65. In Years 3 to 6, teaching is good overall and some is very good. This was true where investigative work was a strong feature, with pupils' enquiry skills being promoted through questioning such as 'What do you think will happen...?' and 'Why is it that...?' In some classes ICT is used effectively, but this requires further emphasis, for instance in recording in tabular and graphical form, and in research using the Internet and CD-ROMs. Higher attaining pupils who are competent users of ICT are missing opportunities to enhance their learning in these ways.

66. Assessment is satisfactory, and the tracking of pupils' progress helps to identify weaker areas of teaching and learning. However, not enough use is made of the data available from assessments to influence teachers' planning and to improve target setting. The marking of pupils' work is inconsistent; the best examples help pupils to improve their work, but in others the marking is rather cursory.

67. Leadership of the subject is satisfactory. The science team are enthusiastic; they work well together and are keen to move the subject forward. A new subject plan has been in use recently, and monitoring by the science team shows that this is providing a good structure for teachers to plan their lessons. Overall, there has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils are achieving well.
- Teaching observed during the inspection was consistently good.
- A significant investment in hardware and software means that pupils now have good access to computers.
- The use of ICT in different subjects of the curriculum requires further development.

Commentary

68. Standards are average throughout the school and are improving. This judgement is based on the school's records, assessment of pupils' work and lesson observations. Higher attaining pupils display good standards in applying their skills. A good example of this was seen in Year 3: pupils were copying and pasting images from the Internet, and adding captions.

69. Teaching is consistently good, and some very good teaching was observed. The computer suite is used effectively to teach skills such as the use of the Internet. There is much evidence to support the good improvement of pupils' skills. Most teachers are familiar with the new interactive whiteboards and use them effectively in their teaching. The impact of recent training can be seen in the wide range of ICT-related equipment and programs now being used; for example, the video camera was used to record pupils' performance in a physical education lesson. In Year 5, very good teaching helped pupils quickly to become familiar with spreadsheets and the *auto sum* function. Pupils are very well behaved and treat the computers with respect.

70. Teachers are well supported by the ICT technician, who also gives very effective support to pupils being taught in the ICT suite. All staff have laptop computers, and use them well for planning, report writing and curriculum development. The National Curriculum is fully covered and the new equipment is well used.

71. Subject leadership is satisfactory. The subject leader and the ICT team are working hard to develop the subject and to raise standards. Assessment is an area they have identified for improvement: there is a lack of rigour in the use of the available data to inform teaching and learning.

Information and communication technology across the curriculum

72. The use of ICT in different subjects of the curriculum requires further development. The ICT team have identified this as an area for improvement in their development planning. Some subjects, such as mathematics and art and design, are using ICT effectively. In some of the lessons observed, ICT was used very well; for example, data logging equipment was used in science in Year 5 in work on soundproofing. It was used in history with Year 6 to enrich work on the Victorians. and in Years 3 and 4 on the Second World War. Overall, there has been satisfactory progress since the previous inspection.

HUMANITIES

73. Only one lesson was seen in history, and none in geography. It is therefore not possible to make a judgement about provision for either of these subjects, and they were not a focus of the inspection.

74. History is well managed. From talking to pupils, the analysis of their work in their workbooks, and classroom displays, it is evident that pupils appear to make at least satisfactory progress; they get enjoyment from the topics and the research they undertake. Teachers' planning indicates that the curriculum is satisfactory. A strong feature of teaching is the approach made to help the pupils' learning by a particular emphasis on writing, reading, speaking and listening. This also extends and supports pupils' literacy skills; for example, good pieces of extended writing by pupils in Year 6 described life in Victorian times.

75. In the lesson observed with pupils in Year 3, teaching was very good. Excellent use was made of the electronic whiteboard to illustrate key events, sounds and images from the Second World War by means of a video recording and newspaper extracts. Pupils had a clear understanding of the sequence of events leading up to the war and knew about various aspects, such as the work of 'land-girls', the purpose and construction of air-raid shelters, the use of telegrams, and the meaning of rationing. The teacher skilfully used extracts from the video to make comparisons between the plight of civilians in wars around the world today and those in the Second World War. The teacher further helped to illustrate and make history interesting by getting pupils to role-play situations experienced by ordinary people caught up in 'the Blitz'. Pupils did this with enthusiasm, confidence and remarkable success, showing good speaking skills, good expression and close empathy with the subject. They later wrote up their 'war diaries', showing good report- writing skills.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities to develop speaking and listening skills, but limited opportunities for extended writing.
- Pupils show respect and appreciation for the beliefs and values of others.
- Teachers carefully assess and record pupils' attainment but do not use this information when planning lessons.
- The study of world faiths makes a good contribution to pupils' spiritual and cultural development.

Commentary

76. In the lessons observed, and from the analysis of pupils' work and teachers' planning, standards were broadly in line with the expectations of the locally Agreed Syllabus. Much of the work in religious education lessons develops from discussion. From talking to pupils and looking at their work, it is evident that pupils' achievements are satisfactory overall. There has been satisfactory improvement since the previous inspection.

77. The quality of teaching and learning is satisfactory overall and broadly the same as at the time of the previous inspection. Lesson planning clearly indicates what pupils are expected to learn and do. Teachers have appropriate knowledge of the subject. Lessons

are well prepared, and relationships with pupils are good. Teachers share the purpose of the lesson with pupils so that they are aware of what they are to do. There are good opportunities for pupils to engage in focused discussion, to develop speaking and listening skills, and to promote their personal and social development. In one lesson observed, the teacher made good use of the pupils' understanding of The Ten Commandments, which had been the focus of an earlier lesson, in order to draw out the importance of rules for living in society. By the end of Year 6, pupils understand the special features of the Jewish and Muslim religions, because of the use of resources to illustrate similarities and differences. Discussions with pupils in Year 6 showed that they were beginning to link religious teaching with everyday life, for example in the way in which dress and food codes are different in the Muslim faith. There are some opportunities for pupils to record their learning, but there is insufficient time for them to express their ideas in extended written form, as too many recording activities include pictures or the completion of worksheets with short sentence answers.

78. The leadership and management of religious education are satisfactory. There is an appropriate development plan. A good range of artefacts and resources supports teaching and learning. Although comprehensive records of attainment are maintained and periodically updated, they are not used effectively to ensure that areas of weakness for an individual or small group are addressed in lesson planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. In all, five lessons were seen in this cluster of subjects: two music lessons, one lesson in art and design and two in design and technology. These were sampled because school timetable arrangements made it difficult to observe lessons in each of these subjects during the inspection. Consequently, no overall judgements could be made about teaching and learning or about provision.

80. In the **music** lesson for pupils in Year 3, teaching and learning were satisfactory. The pupils worked well together as they used instruments to create a soundtrack for a children's story. Opportunities were missed to demonstrate to pupils how they might improve their performance. In the lesson for all Year 5 pupils, where the teaching and learning were good, the teachers had high expectations as to the posture and breathing techniques pupils should adapt for singing. As a result the pupils followed their examples closely and achieved well in the singing of a familiar song, 'Frère Jacques', and a new song from the musical 'Scrooge'. Pupils thoroughly enjoyed these songs, which they sang tunefully and with good attention to changes in pitch and tempo. In assemblies, the singing was very tuneful, and good links were made to other areas of the curriculum; for example, in a history lesson pupils sang 'Keep the Home Fires Burning'. Resources for music are plentiful, and there are very good opportunities for all pupils to play a musical instrument. The choir is well attended and takes part in local and national festivals. Leadership and management of music are good. The subject leader is a music specialist, who brings great enthusiasm to lessons and is having a positive effect on pupils' learning.

81. In **art and design**, discussion with the subject leader, and the scrutiny of high quality displays of pupils' work and pupils' workbooks, shows that the standards are likely to be above those expected nationally, and that there are good links with art history. This is evident in the self-portraits by Year 1 classes, and in links to the Impressionists in pupils' landscape work and to contemporary artists such as Goldsworthy in Year 4. African mask drawings, made during a visit to the Pitt Rivers Museum by Year 2, are of a good standard.

In Year 6, learning is linked with literacy in imaginative paintings of Shakespeare's character Macbeth, using shades of the same colour. The subject leader manages the subject well and has clear vision for developing it further in three-dimensional art and the use of ICT.

82. Analysis of pupils' work on display in **design and technology** and examination of photographic evidence show that there is a good range of opportunities to design and make items. These are often linked to other subjects. In Year 1, pupils enjoy their work with commercial construction toys. In Year 2, in which standards are broadly average, pupils investigate materials before designing and making; for example, before making a coat of many colours for their favourite soft toy, they experimented with different methods of joining two pieces of material and decided that sewing was the best. In Year 4, pupils design and make torches; emphasis is given to the switch mechanism, complementing work in science. Overall, pupils systematically extend their design and making skills. They discuss and evaluate the effectiveness of what they produce. Their work is valued by staff in the way it is put on display around the school.

Physical education

Provision in physical education is **good**, and is a strength of the school.

Main strengths and weaknesses

- Standards are good.
- Teaching is very well planned across a wide range of physical education and sports activities.
- Pupils' attitudes, behaviour and application are very good.
- There are very good opportunities for after-school sports clubs.

Commentary

83. By the end of Year 6, achievement is good and standards are above those expected nationally. Pupils thoroughly enjoy the activities, and they gain significantly in their personal development from taking part in them. They respond well and join in willingly, show good concentration and work hard to improve their skills. Their behaviour during lessons and in after-school clubs is very good. This is because teaching is good across a wide range of interesting and very well planned activities that interest and motivate pupils to succeed. Teaching has improved since the previous inspection. Teachers inspire confidence in pupils by giving encouragement, demonstrating skills at appropriate levels, evaluating progress and challenging the pupils to succeed. Excellent teaching and provision of swimming for pupils in Years 3 to 6 was observed at the local leisure centre. Teachers work in close collaboration with local authority instructors to provide very high quality swimming instruction. Teachers' records show evidence of very good progress by pupils. All pupils can swim by Year 6; many can swim significant distances of a thousand metres and more. They learn to refine their swimming strokes. They take part in inter-school swimming galas.

84. The curriculum is very good. There is a wide range of games and sports played in lesson time and after school. These have boys and girls playing alongside one another very successfully at all the traditional sports activities, including, football, rugby, basketball and hockey. Pupils with SEN are well catered for and make good progress. There is good leadership by the subject leader, well supported by the high quality skills and efforts of other staff, particularly in the after-school clubs. Pupils take part in a range of inter-school sporting activities and receive support from a number of local sporting organisations. The quality of this provision has been recognised by the national Sport England programme in the award to the school of Active Mark Gold.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Only part of one lesson of PSHE was observed during the inspection, and it is therefore not possible to make a judgement about the overall quality of teaching or the provision for the subject. Teaching and learning in this lesson were good. Pupils responded and cooperated very well with one another to accomplish their given task, which was related to cooperation through speaking.

86. There are weekly lessons for each class. Currently, the school uses the curriculum framework provided by the local education authority as a basis for teaching PSHE. However, the school is in the process of revising curriculum planning so that it involves

local community partners to better reflect the needs of the pupils. There has been wide consultation with parents and the health authority regarding sex and drugs education. Parents are informed about what is taught, so that they have the opportunity to follow this up at home.

87. The school has recently been awarded a Healthy Schools Award because health features strongly in many aspects of the school's life. There are strong social links with local schools; for example, pupils from the local special school visit, participating in some lessons at the school and in a joint swimming session. The school is involved in the Eco schools project. There is an active school council in which pupils' views are heard and are subsequently acted upon by staff. The council has a budget that enables pupils to make their own spending decisions. Pupils are involved in raising money for charity. Personal, social and health education (PSHE) is very effective in promoting pupils' personal and social development and their very good attitudes and behaviour.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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