

# **INSPECTION REPORT**

## **GRAISELEY PRIMARY SCHOOL**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104302

Headteacher: Mrs W Briscoe

Lead inspector: Mrs D Bell

Dates of inspection: 9<sup>th</sup> - 11<sup>th</sup> November 2004

Inspection number: 266900

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	176
School address:	Pool Street Graiseley Hill Wolverhampton West Midlands
Postcode:	WV2 4NE
Telephone number:	(01902) 558 745
Fax number:	(01902) 558 746
Appropriate authority:	The governing body
Name of chair of governors:	CLr Judith Rowley
Date of previous inspection:	28 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Graiseley is smaller than most primary schools. It has 99 boys and 77 girls aged three to eleven on its roll. This includes 17 boys and 16 girls who attend the nursery, 20 full time and the others part time. The school serves a very disadvantaged area of Wolverhampton that is also part of a neighbourhood renewal strategy. A very high proportion of pupils come from ethnic minority backgrounds, mainly Asian, and smaller proportions are of mixed white and black African or Caribbean origins. A large proportion of the Asian pupils are at the early stages of learning English. The free school meals figure is much higher than is found in most schools and the proportion of pupils with special educational needs, most of which are moderate learning difficulties, is above the national average. The proportion of pupils with statements of special educational needs is over twice the national average, and a relatively high number of pupils join or leave the school at different times during each year. Children start school with levels of attainment well below those expected for their age and the school is involved in several projects aimed at enabling pupils to learn to the best of their capability while they are at the school. These include the 'Believe to Achieve' and the 'Creative Partnership' projects, the 'ABCD' strategy aimed at closing the gap between the area and the rest of the city, and encouraging parents to participate in learning to be able to help their children. The school is also involved in the Primary Leadership Development Strategy and has already received the Investors in People Award, the silver Artsmark and the Basic Skills Quality Mark in addition to the Investors in Parents and leading Aspect for Creativity Awards. It works very closely with the University of Wolverhampton, with the Business in the Community partnership, with four other schools, and with the Learning Direct Centre to provide additional support for staff, pupils and parents in the drive to raise aspirations and to develop multicultural education and lifelong learning.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16413	Mrs D Bell	Lead inspector	Special educational needs Art and design Design and technology Music
9214	Mrs J Garland	Lay inspector	
27677	Mrs D Davenport	Team inspector	Foundation Stage Mathematics Religious education
16761	Mr M Hemmings	Team inspector	Science Information and communication technology Geography History
30935	Mrs K McArthur	Team Inspector	English English as an additional language Physical education

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 16</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16 - 18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 31</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>32</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school with several outstanding features.** Very high quality leadership by the headteacher, combined with very good management, has resulted in an exceptionally exciting, dynamic and very well taught curriculum that makes every pupil want to learn. All groups of pupils achieve very well because all staff are wholly focused on helping them to do as well as they can, whatever their background or circumstances. **The school provides very good value for money.**

#### Main strengths and weaknesses

- The excellent leadership of the headteacher is the major driving force in the school. It keeps the school very firmly focused on raising the achievement of every pupil.
- Children are given a very good start in the Foundation Stage, and achievement throughout the school is very good because overall, pupils are very effectively taught, guided and supported.
- Good standards are reached in art and design and design and technology in Year 2 and in art and design in Year 6 but standards are below the national expectation in English, mathematics and science.
- Attendance is unsatisfactory and is a barrier to learning for a significant minority of pupils.
- Excellent provision is made for pupils' personal, spiritual, moral, social and cultural development through an exceptionally creative and innovative curriculum.
- The provision for pupils with special educational needs, and for pupils for whom English is an additional language, is very good.
- The school's very good partnership with parents and very good links with the community and with other schools and colleges contribute in great measure to pupils' learning.

**The school has improved very considerably** since its last inspection in 1999, and has addressed very well almost all of the key and minor issues identified at that time with the exception of attendance, which remains stubbornly below the national average. Standards have improved in English and, more importantly, pupils achieve very well in that subject. Provision is now very good in the Foundation Stage and pupils reach satisfactory standards in religious education.

### STANDARDS ACHIEVED

**Achievement is very good.** The excellent focus on providing exciting, imaginative learning opportunities that meet the pupils' learning needs ensures that all pupils do as well as they can, whatever their background or level of capability. Children start school with levels of attainment that are well below those normally seen for their age. The majority are on track to exceed the standards expected for the end of Reception in personal, social and emotional development, and to reach the expected standards in creative development. However, few are likely to reach the expected goals in the other areas of learning. In 2004, the national test results for pupils in Year 2 and Year 6 were well below the national average. The Year 2 results for reading matched those of schools with similar proportions of pupils on free school meals; the writing results were well below, and the mathematics results below those of similar schools. The results for pupils in Year 6 were as follows:

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

science	B	B	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.*

The overall trend in the school's results is below the national trend in Year 2 and Year 6 but this and the comparisons with similar schools must be treated with caution because of the many factors that affect learning in this school, namely: numbers are relatively small; a high proportion of pupils have special educational needs; for a very high proportion, English as an additional language; and the proportion of pupils joining the school in different year groups is much higher than in most schools. Nevertheless, every child matters in this school and pupils of all levels of capability do equally well despite these factors because the school very effectively tracks their progress and sets realistically challenging targets, which it works very hard to reach. The special educational needs 'Resource Base' provides invaluable support for all pupils with learning difficulties. The standards seen in the work of pupils currently in Year 2 and Year 6 are below the national expectations for English, mathematics, science and history. Pupils in Year 6 reach good standards in art and design, and satisfactory standards in information and communication technology (ICT), music, physical education and religious education. **Excellent provision is made for pupils' personal, spiritual, moral, social and cultural development.** As a result, pupils have very good attitudes to school and they behave very well. Attendance is unsatisfactory because too many parents take their children on holiday, some for extended periods, during term time. This hinders pupils' progress and the school's drive to raise achievement and improve standards further.

## QUALITY OF EDUCATION

**The quality of education is very good**, as is the quality of teaching and learning overall. A high proportion of teaching is very good or excellent and every single child is valued, whatever their background or ability. English and mathematics are very well taught. Literacy, numeracy and ICT skills are very effectively promoted in an exceptionally well planned curriculum that is highly focused on the individual needs of all pupils. Very good provision is made for pupils with special educational needs or English as an additional language, as well as for higher-attaining pupils. Learning is very exciting and enjoyable for all pupils because teachers and support staff know their pupils very well and provide high quality support and guidance for them, personally and academically. Excellent enrichment opportunities extend pupils' learning beyond the school day and very high quality displays result in a superb learning environment for the pupils. The school's very good partnership with parents and its very good links with other schools, colleges and the community contribute in very great measure to pupils' learning and personal development.

## LEADERSHIP AND MANAGEMENT

The outstanding leadership of the headteacher is at the heart of the school's very good strategic planning and its relentless drive to do its best for every pupil. Her exceptional clarity of vision is shared by staff and governors and is evident in all of the school's work. Governance is good, statutory requirements are met and key staff fulfil their roles very well. Very good management systems ensure that the school strives very hard to reach its aims and fulfil its mission statement.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. The school highly values their opinions and makes every effort to seek them out. Relationships are very good throughout the school community.

## IMPROVEMENTS NEEDED

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

- Improve attendance and maintain the drive to improve achievement and raise standards.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is very good throughout the school although standards are below the national expectations in English, mathematics and science in Year 6. All groups of pupils do as well as they can, whatever their background or circumstances.

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

- All groups of pupils achieve equally well.
- Unsatisfactory attendance and the high proportions joining the school at different times in the school year present a major barrier to raising standards in English, mathematics and science.
- Standards are above the national expectation in art and design.
- Pupils very effectively use and extend their literacy and numeracy skills in other subjects.
- A high proportion of pupils for whom English is an additional language come to the school unable to speak English fluently but they make very good progress in their learning and achieve very well by the time they leave.
- Pupils with special educational needs do very well because of the very good support they receive in the Resource Base and in class.

#### **Commentary**

1. Children start school in the Nursery with levels of attainment that are well below those normally seen for their age but they achieve very well in the Foundation Stage (Nursery and Reception). The majority are on track to exceed the standards expected for the end of Reception (the early learning goals) in personal, social and emotional development, and to reach the goals for creative development. However, it is unlikely that they will reach the early learning goals in the other areas of learning, namely, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development.
2. The standards seen in the work of pupils currently in Year 2 and Year 6 are below the national expectations for English, mathematics, science and history. They are above the national expectations for art and design, and in line with the national expectations for ICT and music. In Year 2, standards are in line with the national expectation for physical education, and in line with the expectations of the locally agreed syllabus for religious education. In 2004, the national test results for pupils in Year 2 and Year 6 were well below the national average.

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

Standards in:	School results	National results
reading	14.3 (14.0)	15.8 (15.7)
writing	11.7 (11.3)	14.6 (14.6)
mathematics	14.3 (14.8)	16.2 (16.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year.*

3. In Year 2, the reading results were in line with those of schools with similar proportions of pupils in receipt of free school meals. The writing results were well below and the mathematics results below those of similar schools. However, this comparison must be treated with caution.

It does not take account of the small year group, the high proportion of pupils with special educational needs or the high proportion of pupils for whom English is an additional language and who came to the school speaking very little or no English. All of these factors create major barriers to learning which the school very successfully minimises, regarding them as challenges rather than barriers.

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

Standards in:	School results	National results
English	24.3 (25.3)	26.9 (26.8)
mathematics	24.7 (25.0)	27.0 (26.8)
science	27.0 (28.1)	28.6 (28.6)

*There were 18 pupils in the year group. Figures in brackets are for the previous year.*

4. The overall trend in the school's results is below the national trend in Year 2 and Year 6 but this comparison too must be treated with caution for the same reasons as those stated earlier. The key judgement is that the school adds at least good value to pupils' learning between Year 2 and Year 6. This is because it meticulously tracks pupils' progress and rigorously analyses all test and assessment outcomes. It then uses the information very effectively to set targets and to provide work at just the right level of challenge for all groups of pupils. The school narrowly missed its targets for 2004 but the proportion of pupils reaching the higher Level 5 in English was well above, and in mathematics and science it was above, that of similar schools. This shows that the school does as well for its higher attaining pupils as it does for pupils with special educational needs, or pupils for whom English is an additional language. The excellent focus on providing exciting, imaginative learning opportunities that meet the pupils' different learning needs ensures that every pupil is given the same excellent opportunities to achieve to the best of their ability during their time in the school. However, for a small but significant proportion of pupils, progress is sometimes hindered by their absence from school due to their parents taking them on holiday during term time, sometimes for extended periods.
5. Pupils use their literacy and numeracy skills very effectively in almost all subjects because they are very successfully encouraged to do so. The excellent leadership of the headteacher is at the heart of this approach, which is very firmly based on linking subjects wherever possible and identifying and using every opportunity to promote literacy and numeracy, and to encourage pupils to think for themselves.

**English as an additional language**

6. The majority of pupils speak English as an additional language and a high proportion are at the early stages of learning English. Although they enter the school with very limited language, all achieve very well because they are provided with work that is very well planned to meet their individual needs and they are very ably assisted by dedicated support staff, many of whom are bilingual.

**Special educational needs**

7. Pupils with special educational needs achieve very well because of the very good support they receive as a result of the close working partnership between their teachers and the staff in the Resource Base. Their individual needs are catered for very well and their progress is very closely tracked. The targets in their individual education plans are broken down into specific measurable small steps in learning that help to accelerate their progress. The staff in the Resource Base provide invaluable support for all pupils with learning difficulties and especially for those with statements of special educational needs.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is excellent. Punctuality is satisfactory, but attendance is unsatisfactory.

### Main strengths and weaknesses

- Too many holidays, some for extended periods of time, are taken in term time and the governors do not do enough to impress on parents the importance of good attendance.
- Pupils have very positive attitudes to school and to their work and behave very well.
- Personal, social and emotional development is very good in the Foundation Stage.
- Relationships are very good throughout the school.
- The provision for pupils' personal, spiritual, moral, social and cultural development is excellent.

### Commentary

8. Attendance is unsatisfactory. Extended visits abroad, holidays and odd days off during term time adversely affect the achievement of a significant minority of pupils. This prevents the school reaching its aim of raising standards further. Most pupils arrive on time to start the school day promptly.

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

Authorised absence	
School data	7.1
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

9. Parents praise highly the school's ethos and the way it helps each child to settle and become willing learners and valued members of the school community. They feel that the school values every one of its pupils and works very hard to ensure their best possible progress. This is indeed central to the work of the school. The pupils' very good attitudes to school and to their work contribute very positively to the warm, harmonious and friendly atmosphere within the school, as well to their personal development and overall achievement. Pupils of all ages enjoy school and are very enthusiastic about their work, praising their teachers for making their learning interesting and fun. These very positive attitudes are encouraged as soon as pupils start school. In the Foundation Stage, the very good emphasis placed on learning to share, to co-operate and to relate to adults and to each other has a very positive impact on the children's personal, social and emotional development. Relationships are very good throughout the school. Pupils work very well together and have a very good level of trust in the adults who work with them. Behaviour in lessons, around school and in the playground is very good. Pupils report that any bullying is dealt with quickly and effectively. No oppressive behaviour was observed during the inspection and parents are very satisfied with the school's very effective approaches to managing behaviour. Pupils were particularly emphatic that racist incidents do not occur. They said such incidents 'would be unkind' and that everyone lives and works together very well at their school. One pupil was excluded in the last school year for very poor behaviour.

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Black or Black British – Caribbean	4	1	0

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

10. The school's very caring ethos makes all pupils feel personally valued, whatever their background or circumstances. Pupils fully understand that the same opportunities are open to all and that everyone has something to offer. As a result, they gain in confidence and self-esteem, and become mature and responsible young people who are very well prepared for life beyond school. From an early age, pupils willingly take on responsibilities, which are increased as they get older so that they become very effectively involved in the life of the school. Through the very well organised school council, pupils use their initiative very effectively to tackle issues that affect their learning and their personal development. Councillors take their responsibilities very seriously, secure in the knowledge that their views are listened to, greatly valued and acted upon wherever possible. This is further extended through the parliament which also serves a number of partner schools. Pupils vote for their members of the parliament, which has its own prime minister and meets regularly to share views, ideas and opinions that affect a wider sample of pupils in different situations. They have a very good understanding of democracy for their age and were able to discuss, for example, the necessity for secret ballots to ensure fairness and justice within the voting system. This is excellent training in citizenship. Very good opportunities are provided for pupils to plan, organise and take responsibility for relevant aspects of their own learning. This has a very positive effect on their overall achievement because they clearly understand what they have to do to improve.
11. Pupils readily participate in the many excellent opportunities to develop their spiritual, moral, social and cultural awareness. This provision permeates all aspects of the school's work as the school's motto 'many faiths – one community' is lived out on a daily basis. Visitors are warmly welcomed by staff and pupils and made to feel a part of the school.
12. Pupils' spiritual awareness is very effectively promoted through the creative arts, through the times for reflection in assemblies, as seen in the very moving Remembrance service, and in lessons, which encourage pupils to consider other peoples' beliefs, values and customs. The school's very clear behaviour guidelines, teachers' very high expectations and the good role models set by all staff ensure that pupils know the difference between right and wrong. Pupils are very polite, friendly and well mannered. They show high levels of care and consideration for each other, and extend this to include many fund-raising activities to help those less fortunate than themselves. Pupils develop their social and collaborative skills very effectively in and outside the normal school day through exciting creative activities, after-school clubs and sporting activities. Excellent cultural development is promoted through many areas of the curriculum. The range of diverse cultures within the school is celebrated very effectively through, for example, 'themed' days such as the Diwali day that took place during the inspection. Pupils are given many very good opportunities to learn about local, national and world cultures and about the range and diversity of culture in Britain today. The creative arts, arts workshops and humanities work, including religious education, promote this aspect of learning particularly well.

### **English as an additional language**

13. Pupils who speak English as an additional language have very good attitudes to school and to learning. The very good support they receive helps them to develop very well academically,

personally and socially. Home cultures are celebrated and shared, as was seen in the Diwali day that took place during the inspection. The pupils behave very well because they enjoy school and are fully included in the excellent range of very well planned learning activities. However, the below-average attendance of a significant minority of these pupils sometimes hinders their overall progress as they have to catch up on work and language development that they miss while they are away from school during term time, sometimes for extended periods.

### Special educational needs

14. Pupils with special educational needs are fully integrated into the life and work of the school and have very good attitudes to learning. They are mostly taught in class, supported by very well briefed teaching assistants. When they are withdrawn from class for short periods of time to receive additional specific support related to their needs, great care is taken to ensure that they do not miss out on anything their class is doing. The pupils are very proud of their achievements and, because their work is very well planned to meet their individual learning or behavioural needs, they work hard, concentrate well and usually make very good gains in learning in each session.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good as is the quality of teaching and learning. The curriculum is excellent; high levels of care, support and guidance are given to the pupils; the school's partnership with parents is very good and the very good links it has with the community and with other schools greatly benefit the pupils' learning.

### Teaching and learning

**The quality of teaching and learning is very good.** Assessment procedures are very good and the information is used very effectively in planning.

### Main strengths and weaknesses

- The promotion of equality of opportunity is excellent and very effective planning ensures that the needs of all pupils are very well met.
- Assessment information is used very effectively to plan work in English and mathematics. It is used effectively in other subjects.
- Teachers make learning exciting for the pupils and instil in them a love of learning and the will to succeed.
- Very good links are made between subjects that help to make learning relevant for the pupils by successfully encouraging them to use their thinking skills and apply 'old' learning in new situations.
- A very good balance of whole-class, group and individual teaching takes very good account of the different ways in which pupils learn.
- Support for learning is very good. Teachers make very good use of the teaching and bilingual assistants to help pupils make the best possible progress.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (12%)	15 (47%)	8 (25%)	5 (16%)	0 (0%)	0 (0%)	0 (0%)

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

15. A very high proportion of teaching is very good or excellent and examples of this high quality teaching were observed in all age groups. Teachers throughout the school are very alert to the needs of individual pupils and the different ways in which they learn. They plan exciting, highly motivating activities that make the pupils want to learn. The promotion of equality of opportunity and the drive to ensure that every pupil is fully included in all that the school has to offer are very high on the school's agenda. This approach is very evident in the very well-focused links made between different subjects so that pupils of all levels of capability have the chance to reinforce, consolidate and extend their learning, and particularly their literacy and numeracy skills, at every opportunity. This is particularly important in this school as the vast majority of pupils have learning or language needs, and sometimes both. Parents commented very positively on the quality of teaching throughout the school and on how it has improved in recent years.
16. Assessment procedures are very good in English and mathematics and good in the other subjects inspected. Teachers constantly check how well pupils are doing as they work with them in lessons and as they mark their work. Pupils have targets for literacy and numeracy and are very clear about what they have to do to reach them and then to progress to the next level. Day-to-day marking is usually very constructive and a good range of homework is used very effectively to move pupils' learning on. As well as having literacy and numeracy written homework, pupils are often asked to find things out for themselves, for example, identifying shapes around the home or finding out about things in the past. Most parents are pleased with the amount of homework their children receive, though some feel it is not enough.
17. In most lessons, very good use is made of all resources available to teachers although in the Foundation Stage, the outdoor area is sometimes not used to greatest effect to promote learning. Time limits are often set for particular tasks. This successfully encourages pupils to work quickly and productively. During whole-class sessions, pupils are often given time to talk to each other to clarify their thoughts before answering a question. They sometimes do this in their own languages, then answer in English, showing how well they understand what they are being taught. Very well briefed classroom and bilingual assistants support them very effectively in this work. Only one lesson was observed where a classroom assistant did not take a full and active part in a whole-class session.
18. All staff know the pupils very well and use this knowledge very effectively as they try different approaches to learning to ensure the pupils make the best possible progress in lessons. As a result, pupils work very well together, sharing their knowledge and understanding but they also work very effectively on their own, taking responsibility for some of their learning and becoming creative thinkers who know how to learn. Very occasionally, however, too much teacher direction stifles the pupils' creativity, as happened in an art and design lesson. Whole-class sessions at the ends of lessons are almost always used to consolidate learning, to help pupils learn from each other, and to indicate to the pupils what they are likely to be doing next. In science, however, pupils are not always pushed enough to reach evaluative conclusions to their investigations and tend to report on what they have done rather than on the outcome of the investigation. Strategies such as 'Brain Gym' and the introduction of yoga and 'fit for learning' sessions keep pupils' minds active throughout the day and help them to learn more effectively.
19. A measure of the teachers' very good ability to cater for all ages and stages of learning was very evident on Diwali day as each teacher taught every year group in the school. The Year 6 classes from a neighbouring primary school visited for the day and took part in all activities alongside the Year 6 pupils at Graiseley. The activities were exceptionally well planned around the story of Rama and Sita, and were at just the right level for each group. The teachers maintained their focus on developing literacy and numeracy skills throughout the day, through discussion, drama involving role play, art and design, design and technology,

story reading, poetry and writing. In an excellent mathematics session, Year 6 pupils were very successfully encouraged to share and apply their mathematical skills, knowledge and understanding as they used colourful building blocks to represent the journey from India to Lanka. High quality discussions took place which demonstrated the pupils' good logical thought as they arranged and re-arranged coloured blocks to help them consider the number of possibilities in constructing the bridge. The teacher very successfully promoted enjoyment in learning, using humour alongside very effectively targeted intervention to keep the pupils thinking and working. The session really challenged pupils' thinking and very effectively developed their investigative, enquiry and problem-solving skills.

### **English as an additional language**

20. The quality of teaching and learning for pupils with English as an additional language is very good. The school is very experienced at meeting the needs of pupils from different backgrounds. Excellent procedures to include all pupils ensure they have equal opportunities to participate in every activity. Very well planned work matched to their level of language acquisition combined with high quality work by the support staff ensures pupils learn very well. This is supported by very good systems that monitor and assess pupils' progress in order to provide support where it is most needed.

### **Special educational needs**

21. The quality of teaching is very good. Teachers take good account of the pupils' individual education plans. They are supported very effectively by the staff from the Resource Base in writing targets and integrating them into the pupils' everyday work. Excellent attention is paid to ensuring that the pupils are fully included in all parts of a lesson. In this, the teachers are very well supported by the classroom and special needs assistants, who help the pupils to answer questions, evaluate learning and be an integral part of all activities. Teachers and their assistants know the pupils and their learning and behavioural needs very well. The specific knowledge of the staff in the Resource Base is used very effectively to promote very good teaching and learning. The very effective use of the sensory room for short periods of time provides further enhancement to learning, particularly for those pupils who find behaviour and concentration difficult in class.
22. Teachers are also mindful of the needs of the higher-attaining pupils that they have in their classes, and always have extension work ready to help them reach the higher standards of which they are capable. The success of this is evident in the good proportions of pupils who reach the higher levels in the national tests compared with their prior attainment when they were in Year 2.

### **The curriculum**

The curriculum is exceptional and dynamic. It has been very carefully planned to meet the needs of all pupils and ensure their rapid progress. An excellent range of enrichment activities adds vibrancy to pupils' learning. Accommodation and learning resources are good. Statutory requirements are met very well indeed.

### **Main strengths and weaknesses**

- There is a very strong emphasis on developing pupils' creative thinking skills and ensuring, that all pupils are treated equally regardless of their background, ability or circumstances.
- The provision for pupils' personal development is excellent and pupils are very well prepared for the next stages of their education.

- There is very good provision for pupils with special educational needs and for pupils with English as an additional language.
- The accommodation is enhanced by a variety of specialist rooms that benefit learning.

## Commentary

23. The headteacher is the inspiration and driving force behind the very good improvement made in curricular provision since the previous inspection. Her determination to equip every pupil with the skills needed for '*lifelong learning*' has been translated into a dynamic curriculum that is enabling all pupils to achieve very well. It works so well because of the very effective teamwork between the headteacher, staff and governors, all of whom have worked very hard to ensure pupils are provided with a variety of stimulating learning experiences. Individual subjects are very carefully integrated within very well planned themes and topics. Precise planning takes heed of the requirements of the National Curriculum programmes of study and the locally agreed syllabus for religious education. It very successfully ensures that knowledge, skills and understanding continue to be taught in a progressive manner within a cross-curricular, creative approach to teaching and learning that underpins everything the school offers. The provision for personal, social, health and citizenship education is excellent as each pupil's uniqueness is warmly celebrated and nurtured.
24. The school's very clear definition of creativity - namely, that pupils should be curious, flexible, have the confidence to try things out, persevere when facing difficulty and be able to reflect on what they have learned - is evident throughout the curriculum. Creative thinking is woven into all aspects of pupils' learning, developing in them the ability to cope with the changing situations they will experience in their school life and beyond. Within all activities, there is rightly a very strong emphasis on developing pupils' language, literacy and mathematical skills. This is particularly important as many pupils start school with low level skills in these areas. Parents and pupils talk with great enthusiasm about the approach the school is taking. They correctly believe that it has made the curriculum more interesting, exciting and relevant to the needs of the pupils.
25. In developing this innovative curriculum, the school has made outstanding use of national and local initiatives and it has obtained substantial additional funding from external sources to enable it to do so. This is exemplified by involvement in the Black Country Partnership, and working with such bodies as Wolverhampton University, Creative Partnerships and Business in the Community. These projects have resulted in high quality training for staff, funding for resources and a very wide range of high quality educational experiences for the pupils. The school uses the full range of strategies aimed at promoting effective learning. For example, pupils are provided with water throughout the day; they are encouraged to eat healthily; exercises like 'Brain Gym' and 'Fit for Learning' sessions are proving successful in improving pupils' powers of concentration and accelerating their progress.
26. Opportunities for enrichment are outstanding. All pupils have equal opportunity to take part in a rich variety of high quality experiences in art, drama and music. Excellent use is made of visitors in helping pupils to develop a variety of skills. For example, pupils made very good progress in learning about Greek myths by taking part in drama activities with a specialist teacher from the local secondary school. A wide range of educational visits and extra-curricular activities adds further very good learning opportunities for pupils to enjoy. Themed weeks and days, such as Diwali day, the Tudor day and the Victorian day very effectively add interest and variety to the curriculum.
27. The accommodation has been improved by the creation of specialist areas, such as art, science and sensory rooms. These provide additional very useful spaces in which to develop pupils' skills. The sensory room in particular adds considerable value to pupils' learning, providing a calm oasis in which to take their learning further. All pupils up to Year 2 benefit from its uses as do pupils of all ages who find learning or behaviour difficult. Displays are excellent and create a very rich learning environment. The good match of teachers and very

good match of support staff to the curriculum mean that all pupils' needs are catered for very well. There is a wide range of good quality resources in all subjects, which effectively support pupils' learning. Unfortunately the school does not have access to a field for games but does its best to compensate for this through working with other schools and by providing additional physical activities such as aerobics, yoga and golf, which give an added dimension to physical development.

### **English as an additional language**

28. The curriculum provides an excellent range of learning activities to meet the needs of the pupils who speak English as their second language. Excellent procedures include all pupils equally in all activities. The school has successfully adapted the curriculum to respond to the home cultures of all pupils, for example, Diwali Day and Remembrance Day were covered during the inspection. Class teachers and support staff work together effectively to plan and implement curricular activities.

### **Special educational needs**

29. Curricular provision is very good. Pupils' individual education plans have clear measurable targets. They are regularly reviewed and action is taken to provide more challenging targets or to break a target down further, depending on the pupils' individual needs. A marker of the very good provision is that pupils are sometimes on the register for only a short period of time while specific needs are met. The requirements of the statutory Code of Practice are fully met. Two pupils were disapplied from having to take the national tests in 2004 because of their particular special educational needs. All relevant procedures were followed correctly.

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

The school provides high levels of care, and very good support and guidance for the pupils. There are very good systems in place for seeking and acting on the views of pupils.

### **Main strengths and weaknesses**

- The school takes very good care of all its pupils and this is seen in all aspects of its work.
- The level of support, based on monitoring pupils' personal and academic progress, is very good.
- Relationships between adults and pupils are very good.
- Pupils' views are regularly sought, highly valued and acted upon wherever possible.

### **Commentary**

30. This aspect is an integral part of the school's work and one that is highly praised by the parents. All pupils are very well cared for in a happy, safe and secure environment. The headteacher, governors and caretaker work well together to ensure that all relevant safety checks and risk assessments are carried out regularly and that the school is maintained to a high standard. Effective child protection procedures are in place. First aid, accident and emergency procedures are well established and staff responsible for these areas are fully trained. Very good initiatives such as "Crucial Crew" effectively raise pupils' awareness of health and safety issues.
31. Very good induction procedures, good quality information and daily contact with parents and carers help children in the Foundation Stage to settle quickly into school routines. Arrangements for the induction of pupils who join the school at different times of the year are

also very good. All staff and pupils ensure that these pupils settle quickly into their new environment so that they can achieve well right from the start. The school has a very strong caring ethos and relationships are very good at all levels. Staff work very well together to support all pupils in their academic and personal development. They are quick to identify pupils having learning difficulties in lessons or personal concerns and give very good additional advice and guidance where necessary.

32. There are very good opportunities for all pupils to make their views and opinions known to staff and to be involved in the school. The school council enables pupils to develop a very strong sense of responsibility for others as they discuss issues and concerns together with their peers and with staff. The school welcomes their comments and ideas and acts on them whenever possible. As a result, pupils have a very well developed sense of pride and ownership of the school and feel greatly involved in its life and work.

### **English as an additional language**

33. Pupils who speak English as an additional language are very well cared for, supported and guided. When necessary, they work in very small groups to develop their vocabulary and skills and this contributes greatly to their learning and personal development. Two nursery children quickly learned new words such as “crispy” whilst making cakes, due to very good support. Very good systems are in place to monitor progress and assess how well pupils are acquiring skills, knowledge and understanding. The school effectively pairs new pupils with a ‘buddy’ who speaks the same language to help and translate and this very much accelerates the pupils’ rates of progress.

### **Special educational needs**

34. There are very good systems in place for the early identification of pupils with special educational needs and these pupils too receive very good care, support and guidance. This fosters in them the belief that they can achieve and very effectively raises their self-esteem. Their individual education plans have clear targets in literacy, numeracy and personal development. They are reviewed regularly and, where appropriate, with outside agencies, and additional support is provided when necessary. The pupils are fully involved in the reviews and have a real say in how well they are doing and what they need to do to improve. The one-to-one and very small group teaching that takes place in the Resource Base very effectively builds the pupils’ self-esteem and greatly enhances their knowledge of their learning and their personal development.

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

The school’s links with parents, other schools, colleges and the community are very good. They contribute in great measure to pupils’ learning.

### **Main strengths and weaknesses**

- The school has established very good links with parents and with the wider community.
- There is a strong philosophy in place, shared by all, to support education and improvement in the community in general.
- Parents are welcomed in to the process and there is continual reflection by the school to identify areas which could make a difference to the local environment.
- Very good links have been made to the local university, local businesses, and sources of funding to initiate projects to inspire pupils, parents and residents.

- The headteacher has established very good partnerships with other institutions which benefit the curriculum and after-school activities.

### **Commentary**

35. The school works very hard to support education in its geographical area and runs a wide range of training courses to help parents understand what their children are learning and how. The shared commitment to increasing the skills and ambitions of parents and pupils through projects such as 'Believe to Achieve' is helping to raise aspirations within school and in the community. Strong links have been built up with families and extended networks support a wide range of activities and provide practical help for parents. Many parents and grandparents help in school regularly and also attend training courses. The school's very good links with the local university have resulted in tangible advantages for the school and for pupils' learning. The headteacher is very good at accessing sources of help both local and national, working with other schools and businesses, for example English Heritage and local supermarkets, to make the best of opportunities for pupils. As a result, pupils benefit from the use of a sensory room and learn a wide range of skills such as yoga and how to play golf. Staff and parents also benefit from the range of alternative therapies introduced to relieve stress and help pupils learn.
36. The school, exceptionally well led by the head teacher, has been quick to take innovative approaches to the curriculum and to involving parents and the community to participate more fully in education. A strong creative drive in the school leads to links with local artists and groups, drawing very successfully on multicultural influences. The school's work has also benefited other associated schools in the area and mutual co-operation is in place for training and dynamic partnerships.

### **English as an additional language**

37. The school works very well with the parents of pupils who speak English as an additional language. Bilingual staff act as translators and provide very good liaison with home by enabling parents to access information and support systems. This is demonstrated in the very strong commitment to community links that encourage pupils and their parents to 'aim high' and become lifelong learners. Activities such as Diwali Day and outreach courses for parents encourage them to feel confident about becoming involved with their children's learning.

### **Special educational needs**

38. The school, and especially the staff in the Resource Base, liaises very closely with parents, supporting them and encouraging them to become more involved in their children's learning. It ensures that all parties are fully involved in helping pupils to make as much progress as they possibly can. Parents are invited to, and usually attend, all reviews and the school contacts those who do not, to keep them fully informed of what it is doing and how well their children are progressing. Parents greatly appreciate the letters and photographic evidence sent home from time to time which keep parents fully informed as to their children's progress.

### **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is very good. Governance is good and all statutory requirements are met well. The headteacher's leadership of the school is excellent and staff with key

responsibilities carry out their roles very effectively. Very good management systems support learning very well.

### **Main strengths and weaknesses**

- The headteacher's dedication and her superb vision for the school inspire all aspects of its work.
- The governors know the school well and ensure that it receives best value from all its spending.
- The deputy head and key staff fulfil their responsibilities very well.
- Strategic planning is very good. It is very effectively supported by very good financial planning and management.
- The school's commitment to providing equally for all pupils, whatever their background or circumstances, is excellent.
- The school provides very good value for money.

### **Commentary**

39. The leadership of the headteacher is excellent. Her tremendous enthusiasm and pride in the school, the pupils and the community shines through all areas, and has inspired the full support and respect of all members of the school community. The effectiveness of her very clear vision for "improvement through motivation" is shown by the pupils' very good achievement, their improved behaviour and a slow but gradual rise in overall standards. The very good achievement of all groups of pupils also demonstrates the effectiveness of the school's excellent commitment to providing equally for all pupils. The head, deputy head and senior staff form a very strong team, dedicated to reaching for high standards and instilling a love of education that will inspire pupils to become "lifelong learners". The school's very successful development of a broad innovative curriculum with a strong emphasis on creativity has been widely recognised. The school benefits from a wide range of awards, initiatives, and education and business partnerships. The influence of the headteacher reaches far beyond the school, as she and members of the senior management team share their experiences and expertise as trainers and mentors with other schools.
40. Governors know the school well and fully support the philosophy of raising the aspirations of the pupils, their parents and the community. They have a clear view of the school's strengths and are optimistic about future developments. They support the headteacher and senior management well, and are confident to challenge and question, particularly with regard to financial issues. However, they are less sure of areas that need further improvement, such as attendance rates or standards. Governors ensure the school receives best value from all its spending but do not always analyse the outcomes of spending decisions or the effectiveness of the large number of grants received by the school. They rely heavily on the headteacher for this, and she does it very well. Governors have good knowledge of the school curriculum through their subject links, but have not yet measured the impact of the innovations on pupils' achievement.
41. The management of the school is very good. Roles and responsibilities are clearly understood, and all staff have at least good knowledge of the areas they manage. The school development plan is a high quality forward-thinking management tool with clear well-reasoned priorities designed to improve achievement and raise standards for every pupil in the school. The priorities and very good financial planning support the many innovative initiatives implemented to raise the aspirations of the whole school community. Effective links with business and community partners are used very well to broaden pupils' experiences, including

work with the university and the 'Believe to Achieve' project. The leadership team and all staff make very effective use of the schools' excellent self-evaluation systems to gain a very clear view of performance. Strategic plans for improvement are implemented in response to the information from rigorous self-review. Performance management targets for all staff are well linked to the overall aim of raising achievement. Good procedures for the induction of new staff enable them quickly to become effective members of the team. Support staff are very well deployed in every activity, and the school has successfully started the process of workforce reform. Very efficient day-to-day office practices enable the school to run smoothly. Systems for financial management are very good, and the budget is administered very efficiently alongside the large amounts of income from grants and other finance secured by the school to help raise achievement.

### **English as an additional language**

42. The leadership is highly committed to providing equally for, and raising the achievement of, all pupils, including those for whom English is an additional language. The new co-ordinator shares the management of this aspect of the school's work with the headteacher. She has made a good start in developing her role, quickly assimilating the needs of the pupils, building on the school's very good assessment systems, linking with outside agencies and deploying staff.

### **Special educational needs**

43. Special educational needs provision is very well led and managed by a knowledgeable co-ordinator who has very good expertise across a range of needs. She provides high quality support for her colleagues, particularly in relation to writing individual education plans, and organises support assistants very well to make best use of their experience and expertise. The school's very high focus on involving all pupils in all that it does has led to the very effective involvement of a wide range of external support agencies to provide the best support possible for the pupils. The co-ordinator also ensures that as pupils come to the Resource Base from other schools during the year, their learning and behavioural needs are thoroughly assessed and suitable programmes are quickly put into place to help them succeed. As a result, all pupils settle quickly into the school routines and make very good progress while they are in the school. Statutory requirements are very well met and there has been very good improvement in provision since the previous inspection.
44. The spending per pupil is high but, taken alongside the pupils' very good achievement and the very rich learning experiences provided for them through very effective teaching, excellent equality of opportunity and very good leadership and management, the school provides very good value for money.

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

Income and expenditure (£)	
Total income	654,861
Total expenditure	651,751
Expenditure per pupil	4,488

Balances (£)	
Balance from previous year	4,690
Balance carried forward to the next year	7,800

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

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

Provision in the Foundation Stage is **very good** overall.

45. Children in the Foundation Stage are taught in two classes, one for Nursery aged children and the other for Reception-aged children. Most children start school with levels of attainment that are well below those expected for their age, particularly in communication, language and literacy skills. All children, including those with special educational needs and those with English as an additional language, make very good progress and achieve very well in all areas of learning. This is because of the very good teaching and support they receive. The great majority are on course to exceed the standards expected for the end of Reception (the early learning goals) in personal, social and emotional development and to reach those expected for creative development by the end of their Reception Year. However, few are on course to reach the goals in the other areas of learning.
46. Curricular planning is very good. It is clearly linked to the national guidelines for this age group, with a wide range of practical activities that are very well matched to the children's needs. The very caring, well-organised and attractive classroom environment contributes very positively to the children's learning, as do visits and visitors. The quality of teaching is very good and the very good support given by the nursery nurses and teaching assistants contributes very well to the children's overall achievement. Leadership and management are very good. All staff work very effectively as a team and have a very good understanding of how young children learn. Very good induction procedures and information for parents help the children to settle quickly into school routines. Work is regularly assessed, very good records of progress are kept and the information is used very effectively in planning. There has been very good improvement since the last inspection. The school's very strong focus on meeting the needs of individual pupils begins in the Foundation Stage and carries on throughout the school.

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

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

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

- Personal, social and emotional development is promoted very effectively in all areas of learning.
- Very good teaching promotes very good attitudes to school and to learning.
- Children work and play very well together and behave very well.
- Adults provide very good role models and are sensitive to the children's needs.

#### **Commentary**

47. The provision for children's personal, social and emotional development permeates all other areas of learning and teaching is very good. As a result, the children achieve very well. The happy and secure learning environment helps the children to settle quickly into school life and they follow established routines well. Children form very good relationships with each other and with adults. Both Nursery and Reception children are developing good personal skills and independence as they check themselves into class, put on coats and aprons and get changed for

physical education lessons. The majority of children work very well together in groups, taking turns and handling equipment and resources with care. They show very good attitudes in lessons, listen attentively to adults and follow instructions carefully. The staff know all the children very well and are sensitive to their individual needs. Stories and soft toys are used very effectively to encourage the children to express their feelings, for example, about what makes them cross. All staff foster an enjoyment in learning and use praise well to boost children's confidence. This has a very positive impact on the children's personal development. They achieve very well and are on course to exceed the standards expected for the end of Reception.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very good emphasis is placed on developing communication, language and literacy skills across all areas of learning.
- There is very good support for children with special educational needs and those with English as an additional language.
- The quality of teaching is very good and enables all children to achieve very well, though few are on course to reach the standards expected for the end of Reception.
- Occasionally, adults do not join in play activities with children to develop their imaginative language.

### **Commentary**

48. Most children start in the Nursery with poor communication skills. They are often at the very early stages of learning English, their vocabulary is very limited and many lack confidence when speaking to adults. Good emphasis is placed on developing children's speaking and listening skills across all areas of learning and adults constantly talk to and question children and check that they understand what is being said. The teachers' expressive reading and good use of pictures and text are developing a real love of stories in both Nursery and Reception children. The Reception-age children have a satisfactory knowledge of some letter sounds and key words. They try to incorporate these into their writing activities as, for example, they record their personal 'news' and re-tell their favourite stories. Some children can write their name independently. However, for the majority of the children, writing and handwriting skills are still at an early stage of development. Very good support is provided for pupils who have learning or language difficulties. However, occasionally, opportunities are missed to develop children's imaginative language through joining in their play.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good teaching and a varied range of practical activities promote good learning.
- Support staff contribute very effectively to the children's achievement.
- Good emphasis is placed on the development of mathematical language.

### **Commentary**

49. Children enjoy the good range of practical activities provided for them to develop their mathematical skills. The Nursery children begin to count and sort objects by colour and size and successfully develop their ability to count to five through stories and rhymes. The majority of the Reception children count reliably to five with some counting to ten and beyond. They accurately name common two-dimensional shapes and compare objects of different sizes. This, together with the good use of simple measures in their sand and water play and the following of directions to find buried treasure, very effectively develops their mathematical vocabulary. The children try hard when recording their work and enthusiastically join in number songs and rhymes. They are very well supported by all adults who ensure that learning is interesting and fun. This has a positive impact on the children's overall achievement. However, few are likely to reach the early learning goals by the end of their Reception Year.

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

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

### **Main strengths and weaknesses**

- Teaching and learning are very good, with a wide range of practical activities to stimulate the children's curiosity.
- Good resources, visits and visitors to the school effectively enhance and enrich this area of learning.

### **Commentary**

50. The teachers plan a good range of practical activities which stimulate the children's curiosity and enable them to achieve very well. Nevertheless, few are likely to reach the early learning goals by the end of their Reception Year. During the inspection, excellent opportunities were provided by a visiting recording company for the Nursery children to use computers, microphones and headphones and to plan and record their own 'tidy up' song, with impressive results. Effective links are made between the different areas of learning as, for example, all children contribute to a large display about a recent farm visit, using their creative, language and number skills very effectively. They develop a good understanding of basic religious beliefs and values through assemblies, stories and the stimulating activities to celebrate religious festivals such as Diwali. Children in both the Nursery and the Reception classes are developing appropriate mouse control when using the computer. They accurately click on items on the screen, move them around, and use an art program to create pictures. Visitors to the school further enrich the children's learning experiences by talking about their everyday work and how they help others.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide a varied range of activities to develop children's manipulative and physical skills.
- Teaching is good and this results in children enjoying physical activities.
- Outdoor provision is limited.

## **Commentary**

51. The children develop their manipulative skills well through their regular access to modelling dough, jigsaws, construction materials and writing, painting and cutting and sticking equipment. Although the school makes the best use it can of what is available, the outdoor play provision is limited. However, there are very clear plans to further develop this area in the near future. The children's co-ordination and control skills are developing well as they balance, hop, skip, twist and twirl in response to a range of musical stimuli during very good physical education lessons. They use the wheeled toys sensibly, steering accurately and avoiding collisions. Children enjoy these activities, show good levels of concentration for their age and achieve well, though few are on course to reach the early learning goals in this area of learning.

### **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**.

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

- A good range of practical activities is provided which is very effectively linked to other areas of learning.
- Teaching is very good and children enjoy creative activities.

## **Commentary**

52. The children enjoy the many opportunities given to them to draw, paint and make pictures and models from a variety of media and they achieve very well. The work is very effectively linked to other areas of learning as, for example, the children paint self-portraits, make shape collages and mobiles and mould clay diva lamps. Artwork is very attractively displayed and demonstrates the children's developing understanding of colour, shape and texture. Children enjoy their role-play activities as they re-enact their favourite stories and camp in the 'enchanted wood'. Occasionally, opportunities are missed to develop their imaginative language during role-play activities because they are left on their own. Children enjoy music. They are developing a good understanding of how to create loud and quiet sounds and keep a steady beat. They sing enthusiastically and add accompaniments with a variety of percussion instruments. The great majority are on course to reach the early learning goals in this area of learning.

### **SUBJECTS IN KEY STAGES 1 AND 2**

#### **ENGLISH**

Provision in English is **very good**.

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

- Achievement is very good.
- Standards are rising very slowly, but remain below the national expectations in speaking, listening, reading and writing, although by Year 6, pupils match the national expectations for reading.
- Very good teaching and the excellent use of assessment information ensures that the learning needs of all pupils are fully met.

- The curriculum provides an excellent range of activities, and literacy is used very well in all subjects.
- English is very well led and managed and the information gained from monitoring performance data is used exceptionally well in planning.

## Commentary

53. In Year 2, standards in speaking, listening, reading and writing are below those expected nationally. By the time pupils reach Year 6, standards are still below those expected nationally except in reading, where standards are similar to the national expectations. Standards are rising slowly. All pupils achieve very well from a starting point that is well below average. Pupils who speak English as an additional language and those with special educational needs also achieve very well. This is due to well-planned learning activities and well-deployed support staff who make a strong contribution to the achievement of these groups of pupils. There are no significant differences in the achievement of boys and girls.
54. The pupils' limited vocabulary is reflected in below average speaking skills throughout the school. Pupils lack the vocabulary to make their sentences more descriptive, and often give only brief responses in class. They do, however, talk confidently to their friends and to adults. They listen carefully to their teachers and to each other. The school makes every effort to increase and develop pupils' knowledge of language through carefully planned activities, including drama, very clear explanations and well-targeted support. The very good use of 'peer tutoring', where pupils willingly translate for those still at the early stages of acquiring English, contributes in great measure to the very good progress pupils make in using the language. This demonstrates the school's excellent practice in ensuring that all pupils are given the same opportunity to do as well as they possibly can.
55. Pupils in Year 2 use basic punctuation properly and more able pupils introduce speech marks correctly. Regular handwriting practice ensures that the majority of pupils develop a well-formed style by Year 6. Pupils present their work well in all subjects. The content of older pupils' written work still shows a limited vocabulary range. Although sentences are generally well structured, the work lacks adjectives or adverbs to make the writing interesting and exciting. Pupils do not have the broad knowledge of language with which to express their ideas because, for the majority, English is an additional language. The school has responded to this by taking steps to improve pupils' creativity through an excellent range of curriculum activities that promote language development. A whole range of exciting initiatives stimulates involvement with learning through drama, dance and the arts and is having a positive effect on pupils' acquisition and understanding of language.
56. From the early years, pupils learn the letter sounds and use this knowledge well when tackling an unknown word, saying 'I break it up'. By Year 2, standards in reading are below expectations but pupils have achieved very well, as the great majority started school with little knowledge of English language. They enjoy reading to an adult and to each other. More able pupils introduce some expression into their voices. Pupils who read at home make faster progress in acquiring reading skills. By Year 6, very good teaching has ensured most pupils read at the standards expected for their age. The excellent analysis and monitoring of progress identified that pupils have limited comprehension skills. In response, the school placed a strong focus on developing pupils' inferential skills, essential to infer meaning from a poem, draw conclusions in science, or weigh up different sides of an argument in history.
57. Teaching in English is very good overall throughout the school. A very stimulating creative range of activities is provided through a wide variety of teaching styles, based on teachers' very

good knowledge of the subject and of the different ways in which pupils learn. The excellent use of drama activities based on the story of Rama and Sita provided very effective language development opportunities. Lessons are very well planned. The knowledgeable support staff work very well with individuals and groups of pupils. Very good assessment procedures provide information that is used very effectively to plan work and set targets appropriate to the individual pupil's needs. This effectively supports the school's excellent promotion of equality of opportunity for all pupils, be they higher attainers, pupils with special educational needs or pupils for whom English is an additional language. Pupils know what their targets are and how to reach them, and careful marking of their work shows them how to improve it. This contributes very well to their personal development and growing sense of responsibility. Pupils have very good attitudes and behave very well because they are fully involved with, and enjoy, all their learning activities. They make good use of the two attractive well-equipped libraries to learn library skills and undertake research. Older pupils organise the junior library well, and use their ICT skills to monitor and record loans. Homework is used effectively to consolidate work done in class or to further pupils' research skills.

58. The subject is led and managed very well. The development of literacy skills is rightly seen as fundamental to the whole curriculum. The co-ordinator is very knowledgeable. Her expertise has been recognised by the local authority and she provides professional development for other schools. The staff share a very strong commitment to further development of the subject. Excellent monitoring and assessment of standards in all areas of the subject is used to very good effect to implement action to improve achievement. Very good improvement has taken place since the previous inspection.

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

59. Pupils use their language and literacy skills well in other subjects, although there is currently little use of ICT skills for drafting and editing writing. Pupils use their reading skills to research information in books and on the Internet, and have created digital books. Writing skills are developed well in many curriculum subjects. For example, Year 1 pupils wrote about the differences between old and modern methods of transport in history. Pupils have good opportunities to write extended reports in science, explanations of climate in geography and to retell stories in religious education. Speaking and listening skills are effectively promoted. For example, when making barfi, pupils discussed how to organise their materials and sought different words to describe the texture and taste of the ingredients. In dance lessons, pupils describe meanings and emotions through movement.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Although standards are below the national expectation for pupils in Year 2 and Year 6, their overall achievement is very good.
- Teaching is very good and teaching assistants contribute very significantly to pupils' learning.
- Very good assessment and tracking systems are used very effectively to plan work that is very well matched to the pupils' different learning needs.
- Many opportunities are provided for pupils to apply their number work to other areas of the curriculum.
- Pupils have very good attitudes to their work because it is interesting and fun.

- Leadership and management are very good.

## **Commentary**

60. Standards are below those expected nationally in Year 2 and Year 6. However, given the very low starting point when they come to the school, pupils' achievement is very good. This is as a result of the very good teaching and a very well planned curriculum that very effectively meets the needs of all pupils. Pupils with special educational needs and those with English as an additional language also achieve very well because of the very good support they receive and the way their learning is 'joined up' by making links between subjects to provide pupils with plenty of opportunities to reinforce and consolidate their learning.
61. Teachers use their very good subject knowledge to plan a wide range of interesting activities that meet the needs of all the pupils, whilst strongly emphasising the teaching of basic number skills. Pupils enjoy mathematics and are highly motivated by the challenge to solve practical real-life problems and by the good use of resources which make learning interesting and fun. They respond very enthusiastically to the mental calculations and mathematical games at the beginning of lessons, which are used very effectively to consolidate the relationship between different numbers, and to consolidate learning about thousands, hundreds, tens and units, and multiplication facts. In most lessons, the teachers' clear explanations and very effective demonstrations ensure that pupils fully understand different methods of calculation, for example when working out perimeters in Year 4. Effective questioning develops pupils' reasoning skills well and many opportunities are provided for all pupils to explain different strategies for solving problems and to organise and take responsibility for their own learning. Pupils' individual learning targets and ongoing assessments are used very effectively to consolidate learning and to highlight the need for extra support where necessary.
62. In most lessons, time is used very well and the teachers' very high expectations of the pupils' behaviour and work rate result in good productivity in learning. Occasionally, pupils become restless and lose concentration because the teacher talks for too long or does not fully involve them in discussion. However, relationships are very good and the teachers use praise and encouragement very effectively to promote pupils' confidence and self-esteem. This has a very positive impact on the achievement of individual pupils. A good range and amount of homework reinforces and extends learning beyond the school day.
63. Leadership and management are very good. The co-ordinator has a very good understanding of the strengths and weaknesses of the subject, gained from the rigorous monitoring of teaching and learning. A well-thought-out action plan focuses very effectively on ways of raising standards and pupils' achievement further by developing the use of ICT and providing even more opportunities for investigative work. All test and assessment information is very rigorously analysed, pupils' progress is very well recorded, and the information is used very effectively in planning. Teachers successfully ensure that through marking, discussions with the pupils and the very good assessment procedures, every pupil knows what s/he needs to do to improve. Very good resources and helpful classroom displays effectively support learning. Improvement since the last inspection is very good.

## **Mathematics across the curriculum**

64. Pupils of all levels of capability, whatever their background, use and consolidate their mathematical skills very well in other subjects. For example, they record and interpret data when measuring body parts in science, apply their knowledge of time and size when exploring pitch in music and use measurements accurately during design and technology lessons.

Particularly effective was the very good development of pupils' thinking skills as they tested out probability during the Diwali celebrations. Information and communication technology is used well to support teaching and learning.

## **SCIENCE**

The provision in science is **very good**.

### **Main strengths and weaknesses**

- Though standards are below those expected nationally in Year 2 and Year 6, pupils of all levels of capability achieve very well.
- Teaching and learning are very good and contribute in great measure to the pupils' very good progress.
- The curriculum is very well planned to give pupils stimulating practical activities.
- Leadership and management are good but pupils' skills in evaluating their work are weak.

### **Commentary**

65. Pupils start school with very low skill levels in this subject but they achieve very well as they pass through the school. Teachers place strong emphasis on giving them activities that are practical and closely linked to their own experiences. They are encouraged to ask questions, show curiosity and make close observations. Lessons are very carefully planned to enable individual pupils to use their prior scientific knowledge and understanding to support their learning when tackling new ideas. Pupils are expected to behave well and work to their full capacity and they respond very well by working with good pace and productivity. They also respond very well to the good opportunities given to them to show initiative and take some responsibility for their learning. This was seen in a very good lesson for pupils in Year 6 when they were devising an investigation to find out which of a variety of liquids had solids dissolved in them. Assessment is used well to modify lesson plans in the light of what pupils have achieved. However, there is not enough emphasis on pupils taking the time to consider their findings in relation to what they were trying to find out. Consequently, the conclusions to experiments tend to be a description of what went on rather than an evaluation of what pupils learned. The school is working hard to tackle this weakness. Teachers and teaching assistants work very well together to ensure all pupils receive a high proportion of direct teaching. As a result, every pupil is challenged and supported very well.
66. Though only working on a part-time basis, the co-ordinator provides good leadership and management. She knows the subject's strengths and weaknesses and has created a useful action plan to improve provision. This includes developing assessment procedures further to track more effectively the attainment and progress of individual pupils. The curriculum is planned very well to develop pupils' learning through first-hand practical activities. These are linked well to other subjects and firmly rooted in the school's approach to develop pupils' ability to think creatively. The curriculum also makes a positive contribution to pupils' personal and social development, as pupils are provided with many opportunities to work collaboratively in pairs and small groups when carrying out their investigations. Pupils are encouraged to improve their speaking and listening skills by discussing their ideas and findings. There are also good opportunities for pupils to practise and refine their numeracy skills. The science room provides a useful additional area for pupils to develop their skills. Improvement since the previous inspection has been good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils' achievement is very good.
- Teachers use the ICT suite well to develop pupils' skills. However, it is too small to accommodate a whole class.
- The co-ordinator provides good leadership and management.

### **Commentary**

67. Most pupils in Years 2 and 6 reach the nationally expected standards in ICT. This shows achievement through the school is very good. Teachers make good use of their timetabled sessions in the ICT suite to help pupils build up their basic skills in the subject. Because they have secure subject knowledge, teachers confidently explain and demonstrate new procedures on computers, checking that pupils are clear about what they are to learn and what is expected of them. A good example of this was seen during the Diwali Day activities, when pupils in Year 6 were taught how to use a computer program to create a variety of Mendhi patterns. Pupils are encouraged to use the correct technological terminology, which enables them to extend their subject and personal vocabulary. As part of the school's drive to improve literacy and language standards, pupils are also encouraged to discuss what they are doing and report back to others on how successful they have been. The technician and other adults in the suite work well together so that every pupil benefits from a high proportion of direct teaching. Consequently, pupils work at a very good pace and their learning is highly productive when using computers. Pupils are very successfully encouraged to work collaboratively in pairs on the computers, when appropriate, and this contributes very well to their personal and social development. Teachers integrate ICT into classroom activities well, as is seen in the work of pupils in Year 2 who have used computers to sequence pictures of the life cycles of insects and animals as part of their work in science. In so doing, they make good use of the interactive whiteboards in classrooms during the introductions and conclusions to lessons.
68. The co-ordinator has only been recently appointed but already has a clear view of the steps to take to improve provision further. These include developing the good assessment procedures further to track the progress of individual pupils better, and continuing to develop the use of ICT across the curriculum. The quality of his teaching provides a good role model for colleagues. The ICT suite provides a useful area to develop pupils' skills, though it can only accommodate half a class at a time. Staff are very effectively deployed to get round this. Resources are good, enabling all strands of the subject to be taught effectively. There has been good improvement since the previous inspection.

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

69. Teachers use ICT well to support and enhance pupils' learning in other subjects. For example, pupils use their word-processing skills to add interest to their stories and poems. However, ICT is not yet used very well to draft and edit writing. In science, history and geography, pupils confidently use the Internet to research information and then use computers to present their findings in a variety of ways. In Year 2, pupils have used an art package to create pictures in the style of the famous artist, Mondrian. The use of ICT also effectively enhances the learning of pupils with special educational needs and those for whom English is an additional language. These pupils also develop appropriate ICT skills and use them well to support their language and mathematical development.

## HUMANITIES

### History

Provision in history is **good**.

#### Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well. However, their skills in evaluating evidence are under-developed.
- Visits and visitors are used effectively to provide further learning opportunities.

#### Commentary

70. Most pupils in Years 2 and 6 reach standards that are below those expected for their age. However, this represents good achievement overall. Teachers' planning builds well on pupils' previous learning, enabling them to use their prior historical knowledge and understanding across a range of historical topics. Resources such as books, photographs and historical artefacts are used well to develop pupils' understanding of the passage of time. Good emphasis is placed on using practical activities to teach pupils about famous characters and important events in history. This successfully enables pupils of all levels of capability to gain a better understanding of history and of how what has happened in the past influences the present. A good example of this practical approach was seen in a lesson for pupils in Year 6, delivered by a teacher from the nearby secondary school. Using drama as a stimulus, the pupils acted out the story of Odysseus and the Cyclops. It proved to be a very effective means of developing pupils' understanding of Greek myths, and pupils confidently related the story after the lesson. Well-thought-out topics and the use of 'themed' days, weeks and even months help pupils to understand how things change through the years. For instance, during Black History Month, pupils successfully researched and presented their findings about famous black people in different walks of life. These included people as diverse as Nelson Mandela, Martin Luther King, Ian Wright and a variety of musicians. Pupils of all levels of capability and background are successfully taught how to use evidence to find out how things change over time. The teachers place strong emphasis on pupils understanding the significance of historical artefacts and the need to study them, in order to find out about the past. However, pupils' poor language and literacy skills hinder their ability to discuss and evaluate evidence in order to reach their own conclusions about events in the past. They also have limited ability to record their findings and ideas in a variety of written formats. Nevertheless, pupils talk with much enthusiasm and good understanding about their work in history, particularly the practical activities in which they have been involved.
71. Leadership and management are good, with the co-ordinator helping to plan the topics and giving useful advice to colleagues. The curriculum is planned well, focusing on topics that encourage pupils to use skills learned in other subjects, for example literacy, numeracy and art and design, to support learning in history. Good use is made of visits and visitors to extend pupils historical knowledge and understanding. Improvement since the previous inspection has been good.

### Geography

72. As in history, the curriculum is planned well within a cross-curricular topic approach. The emphasis is on providing pupils with practical activities to promote their geographical knowledge and understanding. This again successfully enables all pupils to be fully included in all activities. Pupils respond well to this approach and talk enthusiastically about their work. The local area is used very effectively to develop mapping skills and to broaden pupils'

understanding of the different uses that land is put to. In a Year 2 lesson, *Barnaby Bear* is used as an effective stimulus to developing pupils' understanding of how different types of weather in countries around the world affects people's lifestyles. Information and communication technology is used well to support learning

## **Religious education**

As no teaching was seen during the inspection, it is not possible to make a judgement on provision in religious education. The following is based on the evidence gained from displays around the school, examining teachers' planning and talking to pupils.

### **Main strengths and weaknesses**

- The curriculum effectively covers the main features of religious traditions in the major world faiths and their effects on the everyday life of believers.
- The subject is promoted very well across most curriculum areas and makes a very significant contribution to pupils' spiritual, moral, social and cultural development.
- Leadership and management are good but teachers' written marking does not always provide enough guidance for pupils.

### **Commentary**

73. Although no lessons were seen, other sources of evidence indicate that the standards attained by pupils in Year 2 and Year 6 match the expectations of the locally-agreed syllabus and achievement is good. There has been very good improvement in this subject since the last inspection. Displays throughout the school and the enrichment gained through many visits and visitors to the school show that the subject has an important place in the curriculum. The school successfully develops pupils' appreciation of religious traditions in the world around them through the study of their own cultural backgrounds and that of others. By Year 6, pupils have a secure knowledge and understanding of the similarities and differences between the major world faiths and how these affect people's ways of life. Religious education is promoted very effectively through assemblies and through most other subjects, particularly the creative arts. This was seen to very good effect during the Diwali celebrations where the very good range of very well planned stimulating activities successfully developed pupils' knowledge and understanding of the festival, while making learning interesting and fun. The full involvement of every pupil in the school in all of the activities throughout the day is another example of the school's excellent practice in ensuring that all pupils are fully included in the very stimulating experiences it has to offer.
74. Leadership and management are good. There is now a scheme of work in place and teaching and learning are effectively monitored. Good assessment systems track pupils' progress well, although teachers' written marking does not clearly inform pupils of how well they have achieved or what they need to do to improve. Resources are good and used well to support learning. Overall, the subject makes a very positive contribution to pupils' spiritual, moral, social and cultural development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

75. **Art and design and design and technology** were both sampled in this inspection. Only one lesson was observed in each subject and therefore no overall judgements are made about provision, teaching or learning. Work on display and in portfolios show clearly that achievement is very good in Years 1 and 2 and standards are at least above the national

expectation in both subjects. Achievement continues to be very good in art and design in Years 3 to 6 and standards are above the national expectation in Year 6. In design and technology, there was insufficient evidence to make a secure judgement on achievement in Years 3 to 6 or on standards in Year 6.

76. Both subjects are very well led and managed. The co-ordinator's vision is clearly articulated in a clear plan of action that rightly focuses on extending the good assessment systems already in place by moderating the work in the portfolios kept for all classes to provide further guidance for teachers. The curriculum is very well planned in both subjects. It meets statutory requirements very well and very good links are made between the two subjects and also with other subjects such as history, geography and religious education. The very strong emphasis on developing literacy and numeracy is clearly evident in the work seen and both subjects make a very good contribution to pupils' personal, spiritual, moral, social and cultural development. The work of artists and designers from different times, places and cultures is further enhanced by working with visiting artists and by visits to museums and art galleries. The Diwali day celebrations confirmed the very good cross-curricular work as pupils created collages and the whole school collaborated on producing a large scale mural telling the story of Rama and Sita. Very high quality displays throughout the school celebrate the pupils' work very effectively and confirm that provision has at least been maintained since the previous inspection. All pupils are very effectively involved in all art and design activities, once again demonstrating the school's determination to ensuring that every one of them is included in all that it has to offer.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Achievement is very good and standards are in line with national expectations in Year 6.
- Year 6 pupils demonstrate a good sense of rhythm and pulse and hold their parts very well when playing in a group.
- The quality of teaching and learning is very good and literacy and numeracy skills are promoted very effectively in music.
- The employment of specialist music teachers to provide instrumental tuition for all pupils contributes very effectively to their musical development.
- Music makes a very strong contribution to pupils' personal, spiritual, moral, social and cultural development

### **Commentary**

77. No teaching was observed in Years 1 or 2 and therefore no judgements are made about that age group. Very well planned, progressively demanding activities taught with high levels of enthusiasm and expertise moved learning on at a very fast pace in the three lessons observed, one in each of Years 3, 4 and 6. All were taken by a music specialist whom the school has employed since September 2004 to help meet its dual aim of enabling all pupils to learn to play an instrument and raising expertise amongst the staff. This demonstrates the very good leadership and management of the subject following a change in the music scheme that the school uses, as well as the school's excellent approach to ensuring full equality of opportunity for all pupils, and their full inclusion in all that it has to offer.
78. The teacher observed transmitted sheer enjoyment of the subject to the pupils, who worked with high levels of concentration, participating fully in what they are asked to do and trying very hard to improve their work. The specialist teacher and the class teacher work together very well, helping pupils build up the skills they need for a successful performance. The very good balance between listening, practising, and performing is enhanced by the teacher's very perceptive assessments of how well individual pupils are doing. The teacher's constant

questioning and reviewing result in the pupils evaluating their work very well and suggesting how to improve it. Pupils of all levels of musical capability are very successfully encouraged to participate in all activities, and pupils for whom English is an additional language are supported very well. Musical vocabulary and all instructions are clearly explained, and the teacher's skill in constantly checking that pupils understand what they have to do results in the excellent inclusion of all pupils in all activities. Pupils are often given time to explain things to each other in their own languages and the teacher used her own bilingual skill very effectively to enhance pupils' learning.

79. Pupils successfully learn to co-operate and collaborate when playing, to listen and respond to music, and to listen to and respect others, their efforts and their opinions. They also learn to appreciate music from different cultures and have a good understanding of the purpose and use of music in them because this is taught very well. Language development is given a high priority and the Year 4 lesson where pupils learned to play the chimes of Big Ben and identify the time on the clock face enhanced their mathematical learning alongside their listening skills. There has been good improvement in music since the last inspection.

### **Physical education**

80. The quality of provision in physical education is **good**. However, there is insufficient evidence to make an overall judgement about the quality of teaching and learning. Teaching by the co-ordinator in the two lessons observed was excellent, due to very good subject knowledge, very good pace, planning and well-chosen themes and music. Both were dance lessons and the teacher's infectious enthusiasm was reflected in the pupils' excellent response. This was used very effectively to help staff increase their knowledge and confidence when teaching dance. Overall achievement is good for all groups of pupils, and standards are in line with those expected nationally in Year 6. Pupils' personal and social development is very effectively promoted when they are working in groups or acting as 'peer tutors', sharing skills and learning from each other. The enthusiasm generated by the teacher results in the pupils having very good attitudes to the subject, participating eagerly in all activities and behaving very well because they enjoy their lessons. The curriculum offers the full range of physical education activities, but the school does not have a field and this limits the range of outdoor sports and athletics. The school works very hard to compensate for this by linking with other schools and by providing a very good range of enrichment activities which include yoga and golf. Staff are good role models for the pupils and participate fully in all activities. Pupils are well aware of the need to consider their own and others' safety, and dress in appropriate kit. The subject is very well led and managed. The co-ordinator shares her expertise with all staff and with other schools in her role as local authority Early Years Sports co-ordinator. Every effort is made to ensure that all pupils are fully included in all physical education activities.

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

Provision in personal, social and health education and citizenship is **excellent**.

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

- The very good relationships between teachers and pupils give pupils the confidence to share their ideas and opinions.
- Topics covered prepare the pupils very well to take their place within the community.

#### **Commentary**

81. The school's determination to raise the expectations that pupils have of themselves is very strongly in evidence in this aspect of its work, which permeates all other aspects of its work. The excellent provision for personal, social, health and citizenship education contributes in very great measure to the overall very good achievement of all groups of pupils and largely accounts for their excellent spiritual, moral, social and cultural development. A very well planned programme of work promotes the continuous development of pupils' awareness of citizenship, healthy and safe lifestyles and personal growth and relationships, including sex and drugs education. It is promoted very well through many activities such as circle time, assemblies, visits, and themes that run across most subjects. The good range of captions around the school encourage pupils to reflect on a wide range of issues, whilst the very good relationships at all levels give pupils the confidence to share ideas and opinions. Older pupils develop their understanding of citizenship very well as they write their own school charter, elect a school Member of Parliament and, through the school council, plan to set up a 'bullying court' following a visit to the university's School of Law. Within the school's very caring and inclusive ethos, all pupils feel personally valued and they gain in confidence and self-esteem. As a result, they become caring, mature and responsible young people who are very well prepared for life beyond school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>1</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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