

INSPECTION REPORT

HADRIAN PRIMARY SCHOOL

South Shields, Tyne & Wear

LEA area: South Tyneside

Unique reference number: 108668

Head teacher: Tony Gill

Lead inspector: Barbara Jordan

Dates of inspection: 11th – 14th October 2004

Inspection number: 266942

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

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INFORMATION ABOUT THE SCHOOL

| | |
|-----------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 296 |
| School address: | Baring Street South Shields Tyne & Wear |
| Postcode: | NE33 2BB |
| Telephone number: | 0191 4554514 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Jack Brown |

Date of previous 7th December 1998 inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated in South Shields, about seven miles from the centre of Newcastle and close to the mouth of the river Tyne. In recognition of its successes in raising standards, the school has received three successive achievement awards from the government. It has also received the ECO Schools Bronze award. The number of pupils attending the school is 296. The school is very popular and is oversubscribed and the number of pupils is forecast to remain high. There is no significant level of pupil mobility. There are a significant number of pupils whose first language is not English, and they are of mainly Bangladeshi heritage. The other pupils are almost all of white British ethnic origin. The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils with special educational needs, including pupils with a Statement of Special Education Need is broadly average. The nature of special educational needs includes autism, communication difficulties, social, emotional and behavioural difficulties and other general learning difficulties. The attainment of many children when they start school is low, particularly in communication skills. The school has received funding for 'Spaces for Arts and Sports' within the curriculum and is committed to enhancing the opportunities for pupils and the community to participate in these areas.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|---|
| 6896 | B Jordan | Lead inspector | English Art and design Design and technology Personal, social and health education and citizenship |
| 11392 | T Heppenstall | Lay inspector | |
| 21060 | G Brown | Team inspector | Mathematics History Geography |
| 32130 | L Halliday | Team inspector | Music Religious education Foundation Stage |
| 32201 | D Shearsmith | Team inspector | Science Information and communication technology Modern languages Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which is providing an effective education for its pupils. The key factors in why the pupils achieve well are the good leadership and management by the senior managers, the good teaching, the very good attitudes of the pupils, the quality of teaching provided by support staff and the commitment of all staff to inclusion. **The school provides good value for money.**

The school's main strengths and weaknesses

- All pupils achieve well in English, mathematics and science and attain above average standards by the time they leave the school.
- The leadership and management of the head teacher are good, resulting in a shared commitment to ensure that all pupils succeed as well as they can.
- The leadership and management of the Foundation Stage are unsatisfactory. As a result, that area lacks the drive and direction necessary to give pupils a good start to their learning.
- Assessment procedures are unsatisfactory and this is limiting improvement in aspects of learning.
- Pupils' attitudes and behaviour are very good. Good relationships throughout the school contribute to this and to the caring ethos.
- The school is very inclusive and particularly successful in meeting the needs of pupils who have English as an additional language and those with special educational needs.
- The provision made for out-of-hours learning and extra-curricular activities is very good.

The school has made satisfactory progress since the last inspection. The key issues that were identified have all been tackled and most have been resolved. Pupils' attainment and progress have improved. Formal monitoring and evaluating of the quality of teaching have been introduced and now involve the subject leaders. The teaching and learning of music have significantly improved and standards are now satisfactory. Assessment of pupils' learning is unsatisfactory and remains an area for development in the school's improvement plan.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | A | B | A* | A* |
| Mathematics | B | B | B | A |
| Science | B | A | B | A |

Key :A -very high; 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 school's results at the end of Year 6 have been above or well above the national average for the last four years. The school also performs very well when compared with similar schools. In recognition of its successes in raising standards, the school has received Achievement Awards from the government for three consecutive years. Inspection findings show that by the time pupils leave the school, their standards in English, mathematics and science are above average. They also confirm that pupils of all abilities are achieving well, including those with English as an additional

language and pupils with special educational needs. By the end of Year 6, standards in the other subjects of the curriculum are in line with national expectations. Standards in music are in line with national expectations and this represents a satisfactory improvement since the last inspection. Children in the Foundation Stage achieve satisfactorily. Given the low attainment levels when they enter school, children make good progress and by the time they leave the reception class most reach the early learning goals in all areas of learning. Pupils' spiritual, moral, social and cultural development is very good and this has a positive impact upon their personal development. Pupils' attitudes and behaviour are very good. At all ages the pupils are enthusiastic about learning, try hard and are keen to contribute in lessons. These factors add much to the strong community spirit, which provides a good basis for the pupils' social development. The school effectively supports learning, in music, art and sport, which contributes well to pupils' cultural development.

QUALITY OF EDUCATION

The quality of education provided for all pupils is good. Teaching and learning are good overall. Teaching is often very good in Year 2 and Year 6. Teachers demonstrate good subject knowledge in English, mathematics and science. In very good lessons teachers ensure that pupils understand clearly what they have to do, work is well matched to the different levels of ability and pupils are motivated by interesting and well-paced tasks. There is a good focus in such lessons upon the use of correct technical language and vocabulary and the use of effective questioning. Support staff contribute significantly to how well pupils learn and achieve. Assessment procedures are unsatisfactory. The use of aims for lessons and the criteria for measuring successful learning are not consistently applied across the school. The practice of target setting at different levels is not consistent and consequently there is limited whole-school focus upon improving aspects of learning. Marking is rarely linked to the aims for lessons, or extends into informing pupils how they can improve their work. The presentation of the pupils' written work is variable and in a few classes is unsatisfactory.

The curriculum is satisfactory and provides a secure basis for teaching and learning. It is effectively enriched by opportunities and experiences that draw on expertise from within and beyond the school. The school's caring and positive ethos is supported by good provision for pupils' welfare, health and safety. The school is a happy, safe and secure place for the pupils to work in. Very good links with parents have been developed and the parents have responded well, giving good support to the school and to their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The good quality of leadership and management is a major contributory factor in the improvement of results in National Curriculum tests since the last inspection. The head teacher is a good leader with a strong commitment to inclusion and individual pupils' achievement. The effectiveness of management is good. Managers generally have a clear overview of the strengths and weaknesses of the school and take appropriate actions to address its weaknesses. However, the leadership and management of the Foundation Stage are unsatisfactory. In the early years there are weaknesses in managing a whole team approach, analysing data to identify priorities, and a lack of the systematic monitoring needed to obtain a clear view of the quality of provision. This lack is having a negative impact upon the teaching and learning, particularly in the nursery. The governors, who are knowledgeable, experienced and exacting, support the work of the school well. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very satisfied with the quality of education that the school provides and are pleased with the school's standards and achievements. Pupils love their school and are proud to be a part of it. They enjoy learning and they feel valued.

IMPROVEMENTS NEEDED

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

- Further improve the pupils' learning through the more effective use of targets, aims for lessons, marking and feedback.
- Raise the effectiveness of leadership and management in the Foundation Stage.
- Improve the standards of presentation across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school pupils achieve well in the core subjects of English, mathematics and science. By the time that pupils leave the school they attain high standards in English, mathematics and science. Pupils with special educational needs make good progress and achieve well. Pupils for whom English is an additional language also make good progress and achieve well. Standards in other subjects are at an average level

Main strengths and weaknesses

- Standards are high in English, mathematics and science by the time that pupils leave the school and this represents good achievement.
- Pupils in Year 6 and Year 2 make good progress due to the very good teaching and appropriate challenge they receive
- Very well-focused support for groups of pupils with particular needs helps them to achieve well.

Commentary

1. When they enter the nursery, children's attainment overall is below that expected nationally. These standards are similar to those found in the previous inspection. A significant number of pupils have English as an additional language. On entry to the reception class children's attainment and skills are still below expectations. In the reception classes children make good progress because of the good teaching and by the end of the reception year they achieve well and reach the expected levels in all areas of the curriculum.
2. On the basis of the National Curriculum tests in 2003 for Year 2 pupils, attainment was above the national average in reading and writing and in the top 5 per cent of schools nationally for mathematics. When compared with similar schools, attainment was well above average in reading and writing and in the top 5 per cent of schools for mathematics. Teacher assessments in science show attainment to be above average. The trend of improvement has been above the national average. Results in national tests in 2004 were not as good as those of the previous year, due to staff illness and disruption to the normal pattern of teaching. Nonetheless, the pupils achieved well. Inspection findings support the picture of above average attainment by the end of Year 2, with the current Year 2 pupils being on target to achieve above average standards in English, mathematics and science by the end of the year. Pupils are being helped to achieve well and make gains in their learning through good, often very good, teaching in Year 2 and well-focused additional support for groups of pupils by support teachers and other staff.
3. By the end of Year 2, standards in all other subjects are at an average level and pupils of all abilities are achieving satisfactorily.

Standards in national tests at the end of Year 2 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.9 (16.6) | 15.7 (15.8) |
| writing | 15.8 (13.4) | 14.6 (14.4) |

| | | |
|-------------|-------------|-------------|
| mathematics | 18.9 (17.1) | 16.3 (16.5) |
|-------------|-------------|-------------|

There were 40 pupils in the year group. Figures in brackets are for the previous year

- On the basis of the 2003 National Curriculum tests for Year 6, pupils' attainment in mathematics and science was above the national average and in the top 5 per cent of schools nationally for English. This represents a significant improvement in standards since the last inspection. When compared with similar schools, an even stronger picture of the school's performance emerges, with English remaining in the top 5 per cent of schools nationally and mathematics and science being well above average. The results in the 2004 National Curriculum tests indicate that high standards of attainment have been sustained, with well above average attainment at level 4, and above average at level 5, in all subjects. The school's 2003 value added measure between the end of Year 2 and Year 6 was in the top 5 per cent of all schools on all three comparisons. On the basis of the 2004 results it is set to remain high. Inspection findings confirm that pupils of all abilities are achieving well. The pattern of high attainment and achievement is being continued by the current cohort of Year 6, who are on target to attain above average results in English, mathematics and science by the time they leave the school.
- Pupils currently in Years 3, 4 and 5 are attaining standards that are in line with national expectations. This prepares pupils well for Year 6, where good, often very good, challenging teaching ensures that the pupils reach above average standards by the end of the year.

Standards in national tests at the end of Year 6 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 31.1 (28.4) | 26.8 (27.0) |
| mathematics | 27.6 (28.2) | 26.8 (26.7) |
| science | 29.3 (30.0) | 28.6 (28.3) |

There were 31 pupils in the year group. Figures in brackets are for the previous year

- The school is successful at raising pupils' standards for a number of reasons. In addition to the teaching at Year 6, it is able to provide well-focused and effective teaching from support staff, which is targeted at identified groups of pupils. Substantial amounts of curriculum time are given to the core subjects. Whilst pupils' progress across Years 3 to 5 is steady, it is clearly boosted in Year 6 by additional lessons and out-of-hours learning opportunities that prepare pupils well for the national tests. The particular needs of pupils with special educational needs and those for whom English is an additional language are being met very effectively and as a result they are achieving well. Pupils with special educational needs make good progress overall, particularly in relation to the targets outlined in their individual educational plans. By the time they leave the school, almost all of these pupils reach the national averages and pupils with English as an additional language are well represented among the high attaining pupils.
- Standards in the other subjects of the curriculum are at an average level. The appropriate emphasis the school has placed upon raising standards in English, mathematics, science, information and communication technology (ICT) and music since the last inspection accounts for the difference in attainment among subjects. The school is, however, making at least satisfactory provision in the other subjects of the curriculum. Standards in music are now in line with national expectations and this represents a satisfactory improvement since the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are **very good**. Pupils' behaviour and attitudes are **very good**. Attendance is **satisfactory**. Pupils' spiritual, moral, social and cultural development is **very good** overall.

Main strengths and weaknesses

- The pupils have very positive views about the school.
- There is good provision for personal development and the pupils mature well.
- Relationships in the school are good and pupils like their teachers.
- Effective systems to improve attendance have been introduced.
- The provision for spiritual, moral, social and cultural development is very good.

Commentary

8. The pupils like the school very much and they have very good attitudes to their work. At all ages, pupils are enthusiastic about learning, try hard and are keen to make contributions in lessons. The pupils' attitudes are an important factor in the progress which they achieve.
9. Pupils with special educational needs show very good attitudes. They work hard, behave very well and are keen to please their teachers and other helpers. The very few with behavioural or emotional difficulties are targeted appropriately and helped by good adult intervention.
10. Behaviour is very good in lessons and around the school. The pupils are courteous and respectful. There is no sign of any bullying or other anti-social behaviour and there has been only one exclusion recently. This high standard of behaviour is part of a broader picture of good moral development. High standards are consistently reinforced by the staff and respect is a prominent feature of the day-to-day life of the school. There are clear rules and procedures for governing behaviour. These are accepted by the pupils, who believe that they are effective.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 241 | 1 | 0 |
| White – any other White background | 3 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 5 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 48 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |

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

11. The school has a very strong community spirit, which fully involves all the pupils, staff and parents. Very good racial harmony, relationships and behaviour help to promote the sense of belonging to a community, which provides a strong basis for the pupils' social development. This is helped by the many opportunities to participate in activities such as sport, music and residential weeks, all of which involve co-operation in groups. The school strongly supports music and art and this contributes well to the pupils' cultural development. Pupils are helped to understand different cultures. For example, the school respects and promotes an understanding of the different traditions and beliefs of its pupils. Although the opportunities to

reflect on spiritual matters are limited, the overall provision for the pupils' spiritual, moral social and cultural development makes a very good contribution to their personal development.

12. The pupils respond very well to opportunities to take initiative and show responsibility. All Year 6 pupils have important roles in running the school. The school council, which has a beneficial impact on the life of the school, is a good example. There are also opportunities for younger pupils to take responsibility, such as membership of the 'ECO' committee, which is concerned with environmental improvements. Concern for the environment is an example of the pupils' caring and responsible attitudes. Other examples are the high level of support for charities and involvement with Armistice and Holocaust Memorial Days. Overall, the school successfully helps its pupils to mature and their personal development is very good.

Attendance

13. Attendance has been unsatisfactory in recent years, but improvement has been given high priority. A range of initiatives, such as rewarding good attendance, has been introduced. These have been effective and the attendance level is now in line with the national average.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.1 | School data | 0.0 |
| National data | 5.4 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year. (2002/3)

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided for all pupils is **good**. Teaching and learning are **good** overall. The curriculum is **satisfactory** and the equality of access for all pupils is good. The care and welfare provided for pupils are **good** and the way in which the school seeks the involvement of parents is **good**.

Teaching and learning

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

Main strengths and weaknesses

- Teachers demonstrate good subject knowledge in English, mathematics and science.
- Support staff make a very positive contribution to the pupils' learning.
- Teachers have very high expectations of pupils' behaviour, so pupils have very good attitudes to learning
- Marking is unsatisfactory across the school and rarely indicates to pupils how they can improve their work and its presentation.
- The use of aims for lessons and target setting are not consistent.

Commentary

14. In most of the lessons in English, mathematics and science, teachers demonstrate a good knowledge and understanding of the subject. In almost two thirds of the lessons in English, mathematics and science, teaching is good or very good. In the best lessons, teachers ensure that pupils understand clearly what they have to do, work is well matched to the different levels of ability and pupils are motivated by interesting and well-paced tasks. There is a good focus in such lessons upon the use of correct technical language and vocabulary and the use of effective questioning.

Summary of teaching observed during the inspection in 49 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 6 (12%) | 20 (41%) | 21 (43%) | 2 (4%) | 0 | 0 |

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

15. The teaching of pupils with special educational needs is good throughout the school and frequently very good, where the support given is one-to-one or on a very small group basis. Teachers and support staff plan effectively for the pupils, ensuring that tasks and activities are closely matched to individual needs. There is a strong commitment to such pupils and the school's positive emphasis on equal opportunities and inclusion ensures that learning and achievement are assured.
16. The quality of teaching and learning for pupils learning English as an additional language is good. Support for younger children, particularly in English and mathematics, is through focused small group work. Because of this, pupils with English as an additional language make good progress, so that by Year 6 they attain standards at least in line with national expectations. Teachers ensure that activities are well matched to learning needs. Teaching assistants are particularly effective and make a significant contribution to the pupils' learning.
17. Teachers have high expectations of children's behaviour and all staff have developed very good relationships with pupils. This helps pupils to develop the confidence to succeed. Pupils are keen to participate in lessons, their contributions are valued and they demonstrate positive attitudes towards their work. All adults provide a good example in their ability to work co-operatively and in the respect that they show to each other and to the children in their care.
18. Assessment procedures are unsatisfactory. Teachers do not consistently apply those that are in use across all classes and subjects. For example, the aims for the lesson and the criteria for measuring successful learning are insufficiently applied, being used effectively in only a few classes. In some year groups, pupils have individual targets for English and mathematics, but this is not consistent. There has been little development of year group targets to enable a whole-school focus on improving aspects of learning. Teachers rarely link marking to the aims of lessons or extend their assessment into informing pupils how they can improve their work. Too often marking of work consists of ticks, or of appreciative rather than constructive comments. Pupils are not involved in self-evaluation, so they are not sufficiently clear about how they can improve. The presentation of the pupils' written work is variable, and in a few classes is unsatisfactory as a consequence of low expectations in this area.
19. A small minority of lessons are of inadequate quality; they lack structure. For example, in a Year 1/2 physical education lesson there was no warm-up, the pace of the lesson was slow and there was no satisfactory conclusion to it, all of which impacted negatively upon the pupils' progress. Teachers are unclear about the quality of pupils' work in design and technology and art and design, as there is little guidance regarding the standard of work that should be achieved.

The curriculum

The curriculum is **satisfactory**. It is very well enriched by opportunities and experiences within and well beyond the school. Learning resources are **good** and the accommodation is **satisfactory**

Main strengths and weaknesses

- The curriculum is inclusive and based securely on equal opportunities for all.
- The provision is good for pupils with special educational needs and those with English as an additional language.
- There is very good curriculum enrichment combined with many opportunities for learning outside the school day.

Commentary

20. The curriculum, including religious education and collective worship, meets statutory requirements. The curriculum has shown satisfactory improvement since the previous inspection and there has been particularly strong emphasis on the development of the pupils' literacy and mathematical skills. Programmes for teaching and learning in these subjects follow satisfactorily the nationally approved guidelines. The school's curriculum as a whole adequately prepares the pupils for the next stage of education and there are particularly effective links between Year 6 pupils and the work they are likely to find in the high school.
21. Coverage of the various subjects is generally satisfactory. However, there has been no recent evaluation of the overview of the curriculum and how best to strengthen the place of subjects such as the humanities, physical education and the creative arts. How these subjects can best fit into the learning pattern of the week has yet to be finally decided. Despite this, satisfactory attention is given to all statutory areas and acceptable breadth and balance have been achieved.
22. Subjects in the National Curriculum are taught mainly in discrete blocks. The school is also looking for ways in which meaningful links can be made between subjects, including the use of literacy and mathematical skills across the curriculum. Some good examples of this were seen in Years 2 and 6. Teachers are supported by satisfactory schemes of work. The school is trying to extend its overall curriculum to attain new levels, by working purposely towards of the Healthy Schools Award and Activemark.
23. The school has formalised its programme for teaching personal and social education, together with citizenship, and this is satisfactory. Provision for children in the Foundation Stage is satisfactory and is securely based round the six areas of learning planned for this age group. However, the curriculum is not sufficiently well co-ordinated or consistent across the nursery and reception classes.
24. Good support is given to pupils with special educational needs and to those for whom English is an additional language. Teachers and other adults interact with the pupils well and encourage them to participate fully in the curriculum and other opportunities to extend their learning and experiences.
25. A particular strength of the school is its commitment to out-of-hours activities and extra-curricular education. This commitment has been further realised by the appointment of an overall co-ordinator for this aspect of the curriculum, a role that now embraces two-way links with the wider community. Pupils benefit from a wide range of visitors who provide additional expertise and 'hands on' experiences for them in several sports and within the arts. Pupils increase their learning through a series of visits into the local and more distant environment. The school's range of out-of-hours clubs is quite vast and includes a Whizz Kids workshop, a steel band, recorders, and art and ICT clubs, as well as a wide range of traditional sports and karate. A large proportion of pupils benefit from this curriculum enrichment and parents and pupils are grateful for the school's efforts in this direction.
26. The school's greatest resource is judged rightly to be its staff. There is a good range of teachers and other adults to help meet the needs of the pupils and their curriculum. A particular strength is the work undertaken by auxiliary staff, a relatively large group of support staff and teaching assistants who bring much to the school.
27. The school's accommodation is satisfactory overall. However, several areas are better than this, particularly where refurbishment or new building programmes have been undertaken, some of these since the previous inspection. The main building is bright, attractive and clean, thanks to the efforts of all personnel. The outside area is good, with effective use made of yard

space, a small field and an all-weather pitch, which has considerable community use. The provision made for the Foundation Stage in relation to outdoor activities is satisfactory, but there is room for improvement and the school has appropriate plans for further development.

Care, guidance and support

Provision for the care, welfare and health and safety of pupils is **good** and they receive good support and guidance. The school is a caring organisation and it is safe and secure. Satisfactory efforts are made to determine and act on pupils' views.

Main strengths and weaknesses

- The school is a very caring community and the pupils have a very high level of trust in the staff.
- High staff numbers provide good levels of support for pupils and their families.
- Lunchtime supervision arrangements are good.
- There are no formal procedures for monitoring the personal development of most pupils.

Commentary

28. The school is a happy, safe and secure place for the pupils to work in and high priority is given to their welfare. The pupils feel comfortable in approaching their teachers, whom they like very much, with problems. Other members of staff, including the head teacher, are also very well regarded in this respect. Good relationships between staff and pupils contribute to raising the pupils' self-esteem. For example, pupils' achievements are celebrated. Awards, which are given for success in a wide range of different areas, are presented at special assemblies and prominently displayed. The awards are much valued by the pupils. Every pupil is encouraged to identify a special talent, not necessarily connected with school activities. These talents are recognised by the school community and pupils are given opportunities to demonstrate them in school.
29. The caring ethos extends to the whole school community. For example, special efforts are made to ensure that the parents of all the pupils can play a full part in the life of the school and their children's education. The level of care and the confidence which the pupils have in their teachers help them to achieve well in school. This contributes to their good progress.
30. The school has a large number of staff in teaching and teaching support roles. This provides a good basis for the support of all the pupils, but it also includes some specialist staff. For example, there are bi-lingual support workers who help pupils whose first language is not English, and their families. The quality of support and guidance given to pupils with special educational needs is good. This means pupils are relaxed in their learning and are confident to approach an adult or another pupil when help is needed.
31. The good level of support is helped by the good knowledge that the teachers have of their pupils. However, for most pupils, the monitoring of personal development relies only on the teachers' personal knowledge. There are no formal procedures. Therefore, the information about a particular pupil is only readily available to the pupil's teacher and not to other staff.
32. Arrangements for lunchtime supervision are well managed and the supervisors are clear about their duties. Health and safety and child protection arrangements are satisfactory overall. However, there is no procedure to record temporary absence during the school day, due, for example, to a medical appointment. The school has acknowledged the requirement.

Partnership with parents, other schools and the community

The school has **very good** links with its parents. The school has **satisfactory** links with the community and links with other schools are **good**.

Main strengths and weaknesses

- Parents like the school and support it very well
- The school is successful in efforts to inform and develop close links with parents.
- There are features in the prospectus, the governors' annual report to parents and the pupils' annual progress reports which do not meet statutory requirements

Commentary

33. The school is very keen to have good relationships with its parents. For example, an open-door policy operates successfully and most parents feel comfortable about approaching staff. Good efforts are made to help parents understand the curriculum and they are encouraged to help in school. Parents' views are sought on particular issues and frequent newsletters keep them informed about school activities.
34. Parents like the school and they respond well to the efforts to develop strong links. There is a good level of parental help in school and a full complement of parent governors. There are some isolated parental concerns but they are not supported by evidence from the inspection. However, the school acknowledges that information is not always given on the outcome of complaints but an undertaking has been made to put this right. Good overall parental support for the school helps reinforce the idea in pupils that education is important.
35. Information provided for parents is good overall. It includes information about the school, about the curriculum and the progress of the pupils. However, the prospectus is not 'parent friendly' nor does it fully comply with government requirements regarding content. The governors' annual report to parents has the same shortcomings. The pupils' annual progress reports describe well what the pupils can do but they do not give a consistent indication of areas of difficulty and the steps needed to improve.
36. The school is playing a satisfactory role in the community. The building is used by local groups including the Bengali community. Workshops for adults are also held. The community role is another reinforcement of the importance of the school and education. There are considerable benefits from links with other schools. A range of courses and sports coaching are provided at a local secondary school, which extends the school's provision. They include courses to help with the move to secondary school and for the gifted and talented.
37. As regards pupils with special educational needs, the school puts a lot of effort into keeping parents and carers involved with their child's education and development. When a pupil's needs have been identified, parents are informed promptly and there is then an ongoing commitment to keep them involved and to seek their views. The take-up among parents for these meetings is very good and helps to reinforce the bond between home and school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The head teacher provides **effective** leadership. The leadership of senior staff is **good**. Management is **good**, as is the governance of the school.

Main strengths and weaknesses

- The head teacher's leadership provides strong direction to the school's progress.
- Governors are knowledgeable and challenging, as well as supportive.
- The leadership and management of the Foundation Stage are unsatisfactory.

Commentary

38. The head teacher is a good leader and manager. He provides a clear vision for the future direction of the school. The key priorities for development are identified through a robust school self-evaluation process and are central to the school improvement plan. Through a detailed analysis of test results, the school identified mathematics as an area for improvement. As a consequence, there was a strong focus upon mathematics across the school, which has resulted in good development and improved standards. A recent improvement that has had a positive impact upon the school is the appointment of a co-ordinator to promote out-of-hours learning. This has resulted in a wide range of learning opportunities being offered to the pupils.
39. The head teacher is supported by a very able deputy head. He makes a significant contribution to the leadership and management of the school, as do other members of the leadership team. The co-ordinator for special educational needs has provided good direction in ensuring that the pupils with special educational needs achieve as well as they can. The leadership and management of the Foundation Stage are unsatisfactory and as a result that area lacks the drive and direction necessary to give pupils a good start to their learning in school.
40. Leadership of subjects across the school is satisfactory overall. Co-ordinators all have opportunities to check standards and teaching in the subjects they are responsible for. This results in a good understanding of the strengths and weaknesses in their subject and of areas for development. The analyses of test data are good, but the information is not used effectively to provide consistent target setting and marking and to ensure that all teaching is clearly linked to aims for lessons and criteria for success. The school is aware of the need to develop its use of assessment further, so as to improve learning, and this is indicated in the school improvement plan.
41. Management of the school is good. Arrangements for performance management are well established. Financial management is secure and good steps are taken to ensure that the school achieves best value in the main aspects of its work. Governors receive regular financial reports to update them on the budget. Although the pupil cost is above average, this is due to the school's commitment to meeting pupils' individual needs, which means that some pupils have quality small group or individual teaching which raises their standards. This is particularly evident in the core subjects, where more than 50 per cent of pupils achieve the higher levels in the Year 6 tests.
42. The governing body is effective and uses the professional skills of governors well to support the school. Governors have a wide range of expertise which they use to good effect. For example, they are currently working with the local council to look at issues concerning parking outside the school. Governors have involvement with the school council and other pupils and have done much to promote citizenship within the school. At the present time, the governing body is not sufficiently representative of the local ethnic community. This is something governors are fully aware of and are looking at steps to improve representation.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 871,245 | Balance from previous year | 65,576 |
| Total expenditure | 906,446 | Balance carried forward to the next | 30,375 |

| | |
|-----------------------|-------|
| Expenditure per pupil | 3,168 |
|-----------------------|-------|

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 **satisfactory**.

Main strengths and weaknesses

- The co-ordination of the Foundation Stage is unsatisfactory.
- Children make good progress in the reception classes because of the good teaching.
- The range and effectiveness of assessment in the nursery are not satisfactory.
- Relationships between children and adults are good.

Commentary

43. By the end of the reception year children reach the expected levels in all the areas of learning. This represents good progress. However, the leadership and management of the Foundation Stage are unsatisfactory. There are weaknesses in managing a whole team approach and analysing data to identify priorities, and a lack of systematic monitoring in order to provide a clear view of the quality of the provision in the early years. This lack of overview and knowledge of standards impacts upon the teaching and learning, particularly in the nursery. Planning for progression and continuity is lacking. Consequently, the skills development of the children is not addressed in a systematic and effective way across the Foundation Stage.
44. Overall, teaching is satisfactory in the Foundation Stage. Teaching in the reception classes is mainly good. Reception staff interact with children during their play, extending both children's language and their thinking. The work of the support staff contributes effectively to the progress the children make.
45. Satisfactory ongoing assessments are made. These are effectively used in reception to inform planning and consequently to meet the needs of individual children. However, in the nursery assessment is not used consistently to plan for next steps in learning, therefore some activities do not build successfully on what children already know. As a result, some children do not make as much progress as they could. Support for children with special educational needs and those learning English as additional language is effective overall, and because of this they are able to participate fully in activities and consequently achieve well.
46. Relationships with parents are good. However, home visits, which would help to build good relationships between staff, children and parents, are not part of the induction process. As a result, some children find it difficult to settle into nursery quickly. Opportunities to use the bi-lingual assistant to support home visits are missed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of good relationships.

Commentary

47. Achievement is satisfactory in nursery. Progress is better in reception. By the end of the reception year children are achieving standards above those expected for this age. Adults provide good role models. They deal respectfully with each other and the children. Relationships are good throughout. By the time they reach reception, children are able to work co-operatively, sharing items, for example wheeled vehicles and resources such as beads. They constantly look to help each other. For example, in reception, during an activity on the carpet one child was called to the front to demonstrate to the class but could not get through. A child called out “pathway, pathway” and moved to the side to let him through.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults are good at extending children’s language skills.

Commentary

48. There are good opportunities for reception children to use writing for a purpose in their play. For example, children working in the ‘fruit shop’ write shopping lists. They also enjoy writing letters and addressing envelopes at the writing table. In the nursery, children write with concentration in the writing area; however, the quality of provision is poor. Pencils are of poor quality and the materials on offer do not excite or engage children. Where teaching is good, children are encouraged to investigate their model scarecrow by touching him and describing how he feels. Adults are extending children’s language, because they ask appropriate questions and give children time to answer as fully as they can. Effective ends of lessons link descriptions to the letters and sounds that are a focus for learning. All of this helps to extend and reinforce children’s learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Mathematical activities are very well matched to children’s needs in the reception classes.
- Support staff enhance children’s learning.

Commentary

49. Children’s progress and achievement are satisfactory. By the end of the reception year they attain standards that are in line with those expected for their age. Activities provided in reception are extremely well matched to individuals and groups of children. This is due to the effective assessment of children’s progress. Support staff work well with small groups of children to encourage and develop their skills. A wide range of resources supports this work and the children make good progress. In the nursery, children match shapes to outlines. When using the pastry cutters, one child identified a ‘star’. In the writing area, children count as they make marks on paper: “one, two, three, four, high five”.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well in the reception classes.
- Children experience a good range of opportunities to learn about the world around them.

Commentary

50. By the end of reception children attain standards that are average. Achievement is satisfactory in the nursery and good in reception. Good teaching is characterised by high quality, interesting events, such as the inclusion of a parent who demonstrates the bathing of her young baby. This activity is one of a series of lessons aimed to give children an understanding of their own growth and development. Activities which involve the children mainly in receiving information, for example an adult-directed session on texture, have less impact upon children's learning.
51. Computers are used regularly. Children handle the mouse with confidence when accessing programs on the computer. In reception, they select tools such as scissors and glue spreaders and handle their chosen materials satisfactorily. They can identify materials as 'soft' and 'crunchy'. Children find out about past and present events in their own lives and from the lives of others. They begin to know about different cultures.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are provided with a good range of activities and tools that enriches their learning.

Commentary

52. By the end of the reception year children are attaining standards in line with those expected for their age. Achievement and progress are satisfactory. Staff ensure that children have regular opportunities to develop their physical skills. Out of doors they learn to manoeuvre wheeled toys with increasing control, and to use climbing apparatus with confidence. They are encouraged to use systems which involve crawling through and climbing over things. Both indoors and out, children learn to use a range of tools, writing implements and construction materials with satisfactory levels of skill and control.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children are not always enabled to make their own creative choices.

Commentary

53. Standards are at expected levels by the time children reach the end of the reception year. Progress is satisfactory. Whilst there is an appropriate range of activities provided, the quality of tasks is occasionally limited. For example, children are sometimes provided with a set task such as the creation of bird pictures from autumn leaves, with an adult's choice of resources. This limits the creativity of children and does not encourage or value their own responses. In the nursery, free access to role-play and other creative materials is restricted. Generally, there is a good range of construction and small toys and the children have free access to them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils attain above average standards by the end of Year 2 and Year 6.
- The quality of teaching and learning across the school is generally good and this contributes to pupils' good achievement.
- Some forms of assessment, such as use of targets and marking, are not being used effectively.
- Support staff are providing effective support to targeted groups and this is helping them make good progress.
- Pupils with English as an additional language make good progress and their achievement is good.
- Standards of presentation are unsatisfactory in a minority of classes.

Commentary

54. Standards have continued to improve since the last inspection. In comparison with all schools nationally and with similar schools, standards in English are above, or well above, average. This high level of attainment has been sustained over four years. Much of this very good achievement in English is due to the good teaching pupils receive, particularly in Year 2 and Year 6, and the very effective help they are given by the support staff. The long literacy sessions and booster class lessons provided at Year 6 also help prepare pupils well for the national tests. In addition, pupils have very good attitudes to their work and this gives them the motivation and confidence to do well. The inspection findings are that pupils in Years 2 and 6 are on course to achieve above average standards by the end of the year. A significant percentage of pupils is likely to reach the higher levels in the national tests. There are no significant differences between the attainment of boys and girls.
55. Pupils with special educational needs and those for whom English is an additional language make good progress and achieve well. Throughout the school, these pupils are well supported and appropriately challenged by staff who provide good quality support teaching in reading, in additional literacy lessons and in language development. The teaching by support staff makes a positive contribution to the standards being achieved. However, too little is done to ensure that the most able pupils are being challenged regularly in lessons through the demands made of them in reading and writing.
56. Many pupils are reading, writing and spelling with confidence and good ability. The national framework for literacy is being followed and this ensures that pupils are taught to read and write effectively for a variety of purposes. For example, Year 6 are writing a biography, Year 4 are writing poetry using similes and Year 2 are learning to write instructions effectively. In a lesson in Year 6, effective use was made of ICT through the use of an interactive whiteboard and laptop computers. This enhanced the learning.
57. The quality of teaching and learning is good overall and is particularly effective in Year 6 and Year 2. The very good lessons are well structured and the teaching has good pace matched to pupils' needs, all of which enables them to achieve well. An important feature of the good

English lessons is that pupils' independent tasks are closely linked to the aims for the lesson and require pupils to fully use the reading and writing skills learned in the lesson. This results in good learning.

58. The development of literacy skills is given high priority throughout the school. A large amount of curriculum time is given to English. In the most effective lessons pupils are encouraged to develop their skills through working with literacy partners, answering well-targeted questions from teachers and working independently on carefully chosen, interesting reading or writing tasks. Individual targets are in evidence in a few pupils' books, but this is not consistent and marking generally makes little reference to pupils' targets or to what they should do to improve their work.
59. The subject is managed well. Monitoring of teaching and learning has raised a number of appropriate areas for improvement, such as writing in Years 1 and 2. Assessment is an ongoing area for improvement in the school improvement plan and this is borne out by inspection findings, particularly in the limited use of targets, planned outcomes of lessons and marking to improve learning.

Language and literacy across the curriculum

60. Language and literacy are promoted satisfactorily across the curriculum, although the use of forms of writing learned in literacy lessons is not widespread in other subjects. Pupils are given sufficient opportunities to answer questions, to listen to teachers and to develop their speaking skills in lessons. Literacy displays in classrooms include vocabulary and sometimes features of particular texts, which act as good prompts for writing.

Modern foreign languages

The teaching of **French** has been introduced since the last inspection.

61. Pupils are taught French to develop their basic skills in speaking and listening and also to develop their understanding of how to learn another language effectively.
62. French is taught well to Year 5 and Year 6 for a short period each week. Pupils' competence is good and meets the aims of modern foreign language learning. At the beginning of Year 6 pupils use short phrases and words and answer questions competently. Year 5 pupils recall vocabulary well and use short phrases about familiar items such as fruit. Pupils are learning to speak, listen, read and write effectively, as part of a whole language approach to learning French. They are developing a good understanding of French culture through planned French days, as well as reading labels around school that use French words.
63. Teaching is good because teachers are committed to teaching French and have the capability to deliver the language effectively. Teachers place an emphasis on conversational French as well as developing pupils' other skills. Pupils are expected to use French in these lessons, although teachers give good support to any pupils who are experiencing difficulty.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are on course to be above average by the end of Years 2 and 6.
- The quality of teaching and learning is generally good and this helps pupils to achieve well.
- Pupils work hard. They have very good attitudes to mathematics and this contributes significantly to their success.
- In several classes, presentation of pupils' work is not satisfactory.
- Marking and other forms of assessment are not being used effectively.

Commentary

64. The standards attained have improved since the last inspection. This is reflected in the results of national tests for mathematics, whereby pupils reached above average standards by the end of Years 2 and 6. However, particularly in Year 6, pupils have been performing well in such tests for several years and this reflects the good quality of teaching and the support they receive. The inspection judges many pupils to be on course to reach above and well above average standards by the end of Years 2 and 6. There are no significant differences between the standards of girls and boys and most pupils achieve well, including those with special educational needs and English as an additional language.
65. Many pupils have strengths in computational skills and in their understanding. Most thoroughly enjoy their lessons and work hard to improve their standards. Many are quick with mental arithmetic and clearly know their number tables well. A few, however, are inclined to spoil their work with untidy presentation and this leads to inaccuracies. In order to reach higher standards, many pupils have yet to learn a range of strategies and methods that can be applied to solving everyday mathematical problems.
66. The quality of teaching and learning is good overall. The teaching, for example, in Year 6 and parts of Year 2, is very effective and focused on how pupils learn best. This results in many pupils acquiring good skills and understanding, for example, mathematical patterns and the relationship between various processes. Most teachers also have high expectations as to what their pupils can and ought to achieve. The very good working relationships ensure pupils stay on task and work hard to achieve their best. In an effective lesson in Year 6, pupils were questioned well and learned much about the links between perimeter and area through the skilful use of an interactive whiteboard and other carefully produced resources. Most teachers use questioning well to check on learning, although marking is ineffective in deciding exactly what pupils know and what they should do next.
67. The work undertaken by support staff and teaching assistants is invaluable and supports learning well. However, insufficient work is undertaken by staff in general, to ensure that the most able pupils are stretched mathematically. Most pupils in Year 6 show a sound understanding of what they need to do to improve but target setting is not effectively used in most classes to help pupils progress.
68. The subject is led and managed satisfactorily. The current priorities for further improvement are appropriate given the standards already reached by many pupils. A close analysis of national and optional test results continues to help track pupils' progress and to ensure their skills improve still further. Resources for mathematics are generally good although there is room for improvement in the wider use of ICT, particularly in the pupils' handling of data.

Mathematics across the curriculum

69. This aspect of mathematics is satisfactory, although there is scope for pupils to use and apply their mathematical skills in a wider variety of contexts. In activities such as model making in design and technology and working with scales in geography, pupils are involved with measuring, whilst several classes use simple graphical forms to represent information compiled in various topics. Pupils in Years 3/4 used graphs to illustrate changing temperatures. The use of ICT to record mathematical data and other findings is not extensive but is occasionally good, as in using spreadsheets.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils are attaining above average standards.
- The quality of teaching is good overall and results in pupils achieving well.?
- The subject is well led and resourced and this is helping to sustain high standards.
- Opportunities for day-to-day assessment are missed and marking and feedback to pupils are weak.

Commentary

70. Standards have recently been consistently above the national average. Test results over the last four years for Year 6 pupils show that the school has regularly attained results that place it above or well above average, with significant numbers of pupils attaining the higher levels. Standards have improved since the last inspection broadly in line with the national trend. Much of this is due to the leadership of the subject co-ordinator, who has ensured that there have been improvements in teaching and learning and an emphasis on investigative work. All pupils, irrespective of gender, special educational needs or ethnicity, have achieved well. Inspection judgements confirm that standards in Years 1 and 2 are satisfactory and good in Years 3 to 6. Attainment remains at a high level for pupils in Year 6.
71. The quality of teaching and learning is good overall. A good balance is struck between the development of skills and knowledge. Pupils have good attitudes, behave well and take responsibility for their learning, particularly in a Year 6 class investigating magnets and also a Year 3/4 class where pupils were using an investigative approach to learn about teeth. Where planning is detailed and includes a good match of activities to learning, as in a Year 3/4 class studying tooth decay, lessons are effective. A feature of good lessons is that the teacher's organisation enables pupils to share key ideas well. Pupils also apply their mathematical skills well when using spreadsheets to record information.
72. From an early stage pupils are introduced to key scientific terms and vocabulary and encouraged to discuss their findings. Emphasis is given to developing pupils' investigative skills alongside their scientific knowledge. Pupils are encouraged to have a go and find things out for themselves. As a result, they quickly become familiar with the principles of fair testing. By the end of Year 2, pupils have knowledge of materials and healthy living. As they move through the school this knowledge is built upon. By the end of Year 6 pupils have good knowledge of electricity, sound, the human body and magnetism. Pupils have an appropriate scientific vocabulary as teachers use the terms accurately in their teaching. Investigative skills are well developed by the time pupils enter Year 6. These pupils carried out an effective investigation using magnets to sort materials. ICT is sometimes used well in science particularly in conjunction with the interactive whiteboard. Pupils used a digital camera to record an investigation and then recorded what had happened and why. Pupils also used the Internet competently to look up scientific information.
73. Leadership of the subject is good. The co-ordinator provides good support to staff and knows the strengths and weaknesses of the subject. Analysis of results is used to determine priorities for development and appropriate action plans are in place to support improvement in science. There are good procedures for monitoring teaching, learning, planning and the standards of work. Assessment arrangements are under review. The current forms of assessment are not

sufficiently systematic or consistent, nor are they accurate enough, particularly at the end of Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good links with a local secondary school enrich provision.
- Co-ordination of the subject is good and is promoting the effective development of ICT.
- Procedures for assessment are unsatisfactory.
- Pupils cover the full range of work and are confident with ICT.
- There is insufficient equipment to ensure consistency of delivery.

Commentary

74. Standards are in line with national expectations by the end of Year 2 and Year 6. Pupils of all abilities are achieving satisfactorily. Satisfactory use is made of ICT to support other subjects, particularly when the interactive whiteboards are used to enhance teaching and learning. Pupils achieve well, especially where teachers are confident in the subject and use ICT, particularly the laptop computer equipment, effectively. Where teachers are less confident, as in a Year 4 lesson, and too many pupils are sharing equipment, learning is unsatisfactory.
75. Pupils are confident in using computers. In a good Year 2 lesson, pupils were using software effectively and experimenting with the effect of different colours. Some pupils were also using the interactive whiteboard as a large canvas to explore their ideas, producing a very interesting large piece of work. Pupils were enthusiastic about their work and were able to manipulate the different effects well. Pupils in Year 6 are able to explain how to save their work in more than one way. They are familiar with toolbars and have used the full range of available packages in producing their work. They also use the Internet including e-mail and in discussion showed that they were knowledgeable and confident users of ICT.
76. Where they are available, good use is made of interactive whiteboards to make teaching points clearer and to help pupils understand and take part in the teaching and learning. The teachers' confidence in using the whiteboards and laptop computers is improving rapidly and the school management ensures that appropriate training is in place to make provision for the quality of teaching to continue to improve.
77. The assessment of the pupils' progress in ICT has improved since the last inspection, but is not yet satisfactory. Opportunities for assessing pupils' work are not sufficiently developed. Although pupils receive some feedback, insufficient attention is paid to giving pupils information about their progress through marking. There is no portfolio of pupils' work available to ensure that all teachers know the standards required of each particular age group.
78. The leadership of ICT is good. The co-ordinator has a good knowledge of what is needed to improve attainment further and has appropriate action plans in place. Although the teacher is new to the role, she is enthusiastic and promotes a good role model for using ICT across the curriculum. An effective scheme of work with supporting materials and indicating assessment opportunities ensures that teachers are well supported.

Information and communication technology across the curriculum

79. The use of ICT in other areas of the curriculum is satisfactory. Teachers make satisfactory use of ICT in English and mathematics and in some other areas of the curriculum such as art and

design, but further teaching and learning of cross-curricular elements is currently restricted by lack of equipment.

HUMANITIES

80. It was not possible to see enough teaching to make a judgement on overall provision in **history**. In the sampling of displayed work and during a few observed lessons, pupils' standards were found to be broadly at the level expected for their age in Years 2 and 6. In history some of the pupils' best work centres on their local environment. There are, for example, the remains of a Roman fort only a few metres from the entrance to the school and artefacts have even been found under the school's art room and this has led to a great interest in Roman history. History has a strong place in the curriculum and good work on Victorian children has been undertaken in Year 6, and on the importance of the River Nile in Ancient Egypt in Year 4.
81. Insufficient geography lessons were seen to make reliable judgements about the provision or teaching. However, from the pupils' work and the few lessons seen, pupils' standards are in line with expectations at the end of Year 2 and Year 6. In a good lesson in Year 2, pupils were successful in comparing a Scottish island with their own home town, whilst in Year 1, pupils studied the holiday locations of 'Barnaby Bear'. The subjects are led and managed by an experienced co-ordinator who is rightly evaluating the most effective way history and geography can be taught.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The concluding part of lessons is not used effectively by the majority of teachers.
- Pupils' knowledge and understanding of other religions are good.

Commentary

82. Overall, standards are in line with the requirements of the locally agreed syllabus by the end of Year 2 and Year 6. Satisfactory standards of teaching and learning in religious education have been maintained since the last inspection. Year 6 children consider why people with religious faith care for the environment. They understand the term 'commitment' and link it to their own personal care for those who are close to them, such as elderly relatives. Year 2 pupils talk about the Christian celebration of harvest and they know that this is celebrated by different peoples across the world. They are beginning to learn about the special features of other religions, for example Ramadan. In the most effective lessons, the aims for the lesson are clearly shared with the children, so that they understand what they are to learn. In a few lessons teachers also make effective use of the end part of the session to review the learning and to reinforce the key aims, but this practice is not consistent across the school.
83. Great respect is shown for different religions through a focus upon sharing information and the celebration of similarities and differences. Children are encouraged to talk about their own beliefs and practices. For example, both Muslim and Christian pupils in Year 3 explained their approaches to prayer to each other, whilst appearing in appropriate dress and presenting key artefacts. They compiled a class prayer and considered the similarities and differences between books related to different religions. Religious figures, such as the local Imam, are invited to talk to the children. The visit of the Imam allowed the children to learn about the origins of the Koran and the significance of Ramadan to Muslims. Pupils listen carefully to such visitors in assemblies and this adds significantly to the pupils' spiritual and cultural development.

84. The subject leader is providing good leadership and management. Through the system of monitoring, she has good knowledge of the standards achieved across the school. As a result the need to develop assessment further has been identified and is a current focus for improvement. She has ensured that the subject is well resourced and this supports teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Judging by a small number of lessons and the examination of pupils' work, standards in **design and technology** are average. It is clear that pupils enjoy the subject and that the full design and technology curriculum is offered to them. Year 6 pupils are making slippers and have prepared careful designs, evaluated them effectively and are engaged upon the making element, which they enjoy. The school has adopted national guidelines and there is evidence of a range of products being designed and made. Year 1 pupils enthusiastically build upon their work on basic levers. Opportunities to link computers with design and technology have been successful in Year 5 and pupils also benefit from links with the local secondary school, whereby they visit the partner school to do technology. The co-ordination of the subject is satisfactory. Feedback from teachers indicates that teaching time is insufficient and learning would benefit from more exemplars of working models being available.

Art and design

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

Main strengths and weaknesses

- Pupils are offered a wide range of art and design experiences.
- Very good use is made of additional opportunities, such as visiting artists and competitions.
- Some very good teaching and learning are achieved through the use of computers.

Commentary

86. Standards in art and design are in line with national expectations at the end of Year 2 and Year 6. However, the emphasis that is being placed upon developing pupils' skills in this area and the additional opportunities that are being made available to them mean that their achievement in this area is set to improve.
87. The school places a lot of emphasis upon pupils learning through art. The 'Spaces for Art' funding has resulted in the provision of an art room which is well equipped and effectively used. Pupils are given a wide range of art and design experiences and were seen using oil pastels, water colours, computers, and pencils. Pupils are encouraged to draw with care, and sketchbooks are used for initial designs and experimentation. The progress in pupils' skills as they move through the school is seen in the development of close observational drawings, beginning with portraits done in Year 1 and moving through to some well-executed still life drawings in Year 5.
88. Teaching and learning in the subject are very good when linked to the use of computers to create specific effects. Teaching and learning in other lessons are satisfactory. All lessons seen benefited from being linked to the work of well-known artists, and teachers used illustrations of their work well. Resources are of good quality and help pupils to work with concentration, care and precision. Pupils in Years 4 and 5 can colour-mix effectively, blend

pastels and work confidently in pencil. Teachers help pupils to achieve well through interventions at an individual level. They use their own subject knowledge effectively to help keep pupils motivated and interested. At times, as in Year 1 who used fruit and vegetables to create portraits, the lessons are bold and innovative in the use of materials and stimulate the pupils to try hard.

89. Further opportunities for pupils in Years 3 to 6 to develop their skills are provided by the out-of-hours art club. Pupils attending clearly enjoy the subject and work well with brushes or rollers on large panels. They learn to work co-operatively. The school has benefited from the involvement of local artists in the art and design curriculum. There has been enhanced learning for the pupils and some very high quality outcomes, such as the stained glass screen and the garden mosaic, which the pupils rightly take pride in.
90. Leadership and management of the subject are satisfactory. The co-ordinator has provided guidance to support the work of teachers but there is no assessed work which would help to give teachers a view of standards required of each particular age group.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Achievement in this subject has improved since the last inspection and is now satisfactory.
- The subject is well led and there is professional support for teachers.
- The recording of composition needs to be further developed.

Commentary

91. Standards at the end of Year 2 and Year 6 are in line with national expectations. Standards across the school as a whole are satisfactory, but are well set to improve. This represents sound improvement since the last inspection, when standards in Years 3 to 6 were found to be unsatisfactory. This is because co-ordination of the subject is now good. The subject leader demonstrates a depth of subject knowledge, enthusiasm and drive for improvement. She has accurately identified the need to develop the recording of evidence of composition further by the use of audio-visual apparatus. This enables pupils to further evaluate and improve upon their work.
92. Pupils are making good progress. Pupils in Year 6 sing with expression. They take part in performances and demonstrate an awareness of how their part is needed to achieve an overall effect. A significant number of pupils are involved in learning an instrument, for example cello, steel pans, recorders and piano, and perform to a satisfactory level. Pupils in Year 2 recognise and explore ways in which sounds can be arranged. They record their own sound patterns. In good lessons, pupils evaluate their progress against the aims for the lesson. For example, Year 3 pupils composed the lyrics to be set to an agreed piece of music. The work revolved around the movement of animals. During the concluding part of the lesson pupils were referred by the teacher to the aims of the lesson and encouraged to evaluate their work against them.
93. There are good links between music and ICT. In two lessons the teacher made effective use of the whiteboard, both as a stimulus for pupil composition and also for the demonstration of simple notation.

94. Teachers are effectively supported by a well-planned curriculum, good examples of short-term planning, appropriate professional development and a carefully organised team-teaching approach to curriculum delivery. There is also a good level of resourcing with regard to instruments, including sets of instruments from other cultures. Although some staff are still lacking in confidence and not yet skilled in their teaching, the organisation for team teaching and the planned programme of development are supporting them and raising standards. The subject leader observes teaching and teaching partnerships and evaluates the whole curriculum. This leads to the identification of areas for development. Feedback is given to teachers and this is having a positive impact on the quality of teaching.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The inclusion of all pupils in the sporting curriculum is good.
- Pupils are keen to learn and enjoy the lessons.
- Good quality resources support the teaching of physical education.
- A good range of extra-curricular activities takes place.
- Pupils do not know enough about how to improve the quality of their performance

Commentary

95. It is not possible to make a judgement on standards in all aspects of physical education, as all aspects were not seen during the week. However, standards overall at the end of Year 2 are average and above average by the end of Year 6. Pupils are enthusiastic about their physical education lessons, work hard and have very good attitudes. Year 2 pupils showed good control of their bodies and used their imagination well when performing a dance about rainy days. Year 6 pupils worked well in a lesson on basketball, throwing, catching, bouncing the ball and practising different catching techniques.
96. The quality of teaching is satisfactory overall. Some teachers display good subject knowledge and use effective warm-ups. However, the aims for lessons are often not shared with pupils and as a result they are not always clear about what they are learning. Pupils are encouraged to review their performance, but occasionally this is at the expense of making progress in the activity. A Year 1/2 lesson lacked structure. There was no warm-up, the pace of the lesson was slow and no satisfactory conclusion was made. This had a negative impact on the pupils' progress. Very good lessons proceed at a good pace and teachers have high expectations of how pupils' skills will improve. Nonetheless, teachers do not refer sufficiently to the aims of the lessons and the expected outcomes, to aid the assessment of pupils' skills. As a result pupils do not know enough about how to improve the quality of their performance. The quality of teaching is enriched by a range of clubs and additional adults who support the curriculum.
97. The subject leader provides satisfactory leadership and management of the subject and is involved in the monitoring of teaching, learning and standards in the subject. The hall is well equipped for gymnastics and dance and there is a good sized field and all-weather pitch, which ensure that the curriculum can be effectively taught. There is a good range of resources which is well used.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

98. There were limited opportunities during the inspection to observe the teaching of this element of the curriculum directly, but scrutiny of books and displays, and discussions with pupils and staff indicate that provision is satisfactory. This area of the curriculum is promoted well throughout the school, not only in the planned lessons, but also by teachers during the school day. Year 6 pupils take responsibility for supporting younger pupils at breaks and lunchtimes. This is helping to reduce any unsociable behaviour, whilst encouraging the oldest pupils to become good role models.

99. There is a school council made up of the representatives from the four houses. School council members take their responsibilities seriously and have already contributed to improvements in the school's facilities. They have also been closely involved with local Democracy Week and have had involvement with the local council and the town hall. They are thus learning at first hand about citizenship

100. Lessons are planned within themes and often combine with circle time. The themes include bullying, smoking and healthy eating. Pupils are provided with good opportunities to learn about staying safe, being healthy and the dangers of drugs and other substances. In addition the school is an ECO school and this places emphasis upon positive caring for the environment and complements the personal, social and health education and citizenship curriculum. A range of special projects, such as National Holocaust day, and visitors, including the police and fire service, also enrich the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Grade

Inspection judgement

| | |
|--|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities (ethos) | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 3 |

| | |
|--|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the head teacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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