

INSPECTION REPORT

Hillview Primary School

Hucclecote, Gloucester

LEA area: Gloucestershire

Unique reference number: 115494

Headteacher: Mr. P Perks

Lead inspector: Mr J R Francis

Dates of inspection: 13th to 15th September 2004

Inspection number: 267025

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Hillview Road Hucclecote Gloucester
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Appropriate authority:	Governing Body, Hillview Primary
Name of chair of governors:	Mr S Hutchinson
Date of previous inspection:	12 July 1999

CHARACTERISTICS OF THE SCHOOL

This average sized primary school has 200 pupils in seven classes, including 23 children in the Reception class. There are the slightly more boys (104) than girls (96). The school is in the Gloucester suburb of Hucclecote to the east of the city and serves the immediate area, which is a mixture of privately owned and council housing. There are very few pupils from minority ethnic groups and none with English as an additional language. Approximately ten per cent of pupils receive free school meals, which is broadly average. Approximately 11 per cent of pupils have special educational needs (mainly moderate learning difficulties or for speech and communication difficulties), which is in line with the national average. The proportion of pupils who have statements of special educational need is above average at two per cent. Attainment on entry is broadly in line with that normally expected for children of this age. Few pupils enter or leave the school at other times than those normally found. The school received a School Achievement Award in 2001 and 2002 and a School Improvement Award in 2000. The school was inspected at the start of the second full week of the new school year. The Reception children were starting attending the school during the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17976	Mr J R Francis	Lead inspector	Science, information and communication technology, art and design, physical education, Foundation Stage, English as an additional language.
9588	Mr T West	Lay inspector	
11769	Mr J Bishop	Team inspector	English, design and technology, geography, history.
14596	Mr T Fiddian-Green	Team inspector	Mathematics, music, religious education, personal, social and health education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a satisfactory standard of education, and has a number of strengths. Teaching is satisfactory overall but good teaching in Years 3 to 6 is leading to good achievement by the end of Year 6. There is scope to improve standards in Years 1 and 2. The headteacher provides good leadership. The school gives good value for money

The school's main strengths and weaknesses are:

- by Year 6, pupils achieve well in English, mathematics and science;
- standards in English and mathematics in Year 2 are rising but in science, standards remain below average;
- the school is well led and managed, although the monitoring of teaching and learning is not sufficiently regular or systematic;
- the governing body is knowledgeable about the school and provides good support;
- pupils' personal development is good and they have good attitudes to learning;
- there is good enrichment of the curriculum and a wide range of extracurricular activities but literacy and numeracy are not used sufficiently well to support work in other subjects;
- links with parents, the community and with other schools are good;
- pupils are not adequately prepared for life in a multicultural society;
- unsatisfactory outdoor provision for Reception class children limits aspects of their development.

The school has made good improvement since the last inspection in 1999. Standards overall have been maintained, and there is better provision for higher attaining pupils. Better strategic management and leadership of the school and an improved role for subject leaders are moving the school forward. Other than the inadequate cut-door provision for Reception class children issues arising from the school's last inspection have been satisfactorily addressed.

STANDARDS ACHIEVED

Although overall achievement is good, it is only satisfactory in Years 1 and 2. Current standards in English (including reading at Year 2) and mathematics are broadly average. However, pupils' skills of presentation and spelling generally across the school require some improvement. Standards in science at Year 6 are above average but at Year 2 are below the level expected for this age. Standards in information and communication technology (ICT) and religious education (RE) are average, and standards in art and design are above average. Pupils who have special educational needs make good progress and achieve well.

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	D	A
mathematics	B	B	C	A
science	B	A	A	A*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E - in the bottom five per cent of schools nationally*

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

Other than a dip in performance in 2003, results in national tests in English and mathematics have been maintained since the last inspection. The trend for improvement has been above that of schools nationally.

Attainment on entry to Reception is broadly what is expected for children of this age. They make sound progress and are in line to achieve the goals they are expected to reach by the time they move into Year 1. Most exceed these in reading and in their personal, social and emotional development (PSED).

Pupils' personal development is good, as are their attitudes to school and their behaviour. Spiritual, moral, social and cultural development is good overall, but pupils are not adequately prepared for life in a multicultural society. Attendance is average but improving.

QUALITY OF EDUCATION

The quality of education is satisfactory overall with some good features. **Teaching and learning are satisfactory**. However, pupils' achievement over time between Years 3 and 6 indicates that teaching is generally of better quality than that which was seen during the inspection. Good teaching is regularly seen in Years 4 and 6. There are strengths in the practical aspects of science and the use of ICT. Good relationships throughout the school enable pupils to work well together. The curriculum is satisfactory overall and is enriched well by many additional activities. However, pupils' literacy skills are not sufficiently used or further developed across other subjects of the curriculum. Systems to assess pupils' progress and track this through the school are satisfactory.

There are good links with parents, the community and other schools. There are good procedures for children starting school.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. Improvements to strategic management and subject leadership are beginning to have a positive impact, but the monitoring of teaching and learning is not sufficiently regular or systematic. Governance is good. Governors are well informed and have good systems to find out about the work of the school for themselves. They meet all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school is popular with parents who find the school open and approachable. Pupils like school and have good relationships with staff. They know where to turn if they need advice or support.

IMPROVEMENTS NEEDED

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

- raise standards in science at Year 2;
- increase the frequency and rigour of monitoring and evaluating teaching and learning;
- improve, with some urgency, the provision for outdoor play for children in the Reception class;
- develop better links between subjects, particularly in the use of literacy and numeracy skills;
- improve the provision for pupils to understand about life in a multicultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall. Children get a good start in the Reception year and achieve well in PSED and reading. In Year 1 and 2 they make satisfactory progress in literacy and numeracy and standards at the end of Year 2 are average. Progress improves through Years 3 to 6 and although by the end of Year 6 standards in English and mathematics remain in line with the national average, these are well above average when compared with similar schools.

Main strengths and weaknesses

- standards at the end of Year 6 in English, mathematics and science are high when compared with similar schools;
- pupils in Years 3 to 6 achieve well in English, mathematics and science;
- children in the Reception class achieve well in aspects of their learning;
- standards in reading and writing by Year 2 are rising but attainment in science is unsatisfactory;
- pupils who have special educational needs make good progress.

Commentary

1. Children in the Reception class achieve at least satisfactorily and reach the standards expected in all of the areas of learning¹ by the beginning of Year 1. With good teaching they achieve well and attain above average standards in reading and in their PSED.
2. National test results in 2003 (the last year for which there are validated results) show average attainment in reading, writing and mathematics at the end of Year 2. Standards at Year 6 were more variable with English below national average, mathematics average and science well above average. Whilst this is not as high as the previous two years, pupils still made very good progress over time and achieved highly against similar schools in all three subjects: in science, they were in the top five per cent of schools. Over the past five years, the school's test results have improved faster than schools nationally. Parents recognise these improvements and are positive about the quality of education provided.

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

Standards in:	School results	National results
reading	15.7 (15.7)	15.7 (15.8)
writing	15.1 (14.7)	14.6 (14.4)
mathematics	16.5 (16.9)	16.3(16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.5 (28.0)	26.8 (27.0)
mathematics	27.4 (27.6)	26.8 (26.7)
science	30.4 (29.8)	28.6 (28.3)

¹ These are in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children are expected to achieve by the end of Reception year.

There were 33 pupils in the year group. Figures in brackets are for the previous year

3. There has been little difference in test results between the performance of boys and girls at Year 2 over time, but at Year 6, girls have consistently out performed boys in all three subjects. Having themselves identified this, the school is trying to address it through a range of strategies and the most recent data indicate that they are closing this gap. There is also better provision for higher attaining pupils, which is most noticeable in science where the proportion of pupils achieving at the higher Level 5 is well above average.
4. Standards seen during the inspection broadly reflect achievement in national tests over time. Standards at Year 6 are average in English and mathematics but above average in science. Through careful analysis of results, the school has identified weaknesses and addressed the falling standards, particularly in English. This is seen in the 2004 national test results, which while un-validated, show improvements in all subjects.
5. Standards at Year 2 in reading, writing and mathematics are average and are beginning to rise, with improvements to reading in particular through the use of a scheme that teaches pupils the sounds made by letters and groups of letters. In science, the greater emphasis on investigative and experimental science throughout the school is leading to good achievement in Years 3 to 6, but this is less effective in Years 1 and 2, where standards remain below expectations for this age group.
6. The good teaching frequently seen in Years 3 to 6, and particularly in Years 4 and 6 is helping pupils to achieve well and make good gains against their prior attainment. However, in many classes, opportunities for pupils to use their literacy and numeracy skills in other subjects are missed. This limits some aspects of their writing in particular.
7. Pupils who have special educational needs achieve well. They are given good support during the lessons from teachers and teaching assistants, and their individual learning plans (IEPs) are clearly focused on their identified needs.
8. Standards in religious education (RE), ICT and physical education (PE) throughout the school are average. Pupils achieve well in art and design.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good. Spiritual, moral, social and cultural development is good. Pupils have good attitudes to school and behaviour is good. Attendance is satisfactory.

Main strengths and weaknesses

- relationships are good and behaviour in class and around the school is generally good;
- pupils' spiritual, moral and social development is good and circle time² enhances pupils' personal development well;
- systems for helping and supporting each other and the recently formed school council are good initiatives;
- the school's arrangements for monitoring attendance are good;
- pupils' multi-cultural education is not developed enough.

Commentary

9. Teachers and other staff have promoted good relationships in and around the school, and this is having a positive impact on pupils' learning. Staff provide good role models and treat the pupils with respect. This, in turn, encourages pupils to respect each other. Pupils enjoy receiving praise for their performances. For example, one class has a "Star of the Day" award that is

² This is where pupils discuss moral issues in class, take turns to speak and listen to the views of others.

greatly looked forward to by the pupils. At playtimes and in the hall for lunch, relationships are good and pupils of all backgrounds and ethnicity mix well together, making these pleasant, social occasions. Parents consider behaviour and relationships in school to be good, helped by the 'peer mediation', which they see as a great strength.

10. Pupils are well behaved in classes and around the school, working and playing co-operatively together. There is a good range of equipment for use on the playground and the field. No instances of poor or inappropriate behaviour were seen during the inspection. There have been two exclusions over the past year. The positive ethos of the school, found at the time of the last report, has been maintained well. Teachers have established good routines and high expectations. This was seen, for example, at the start of the day when the register is called and the various jobs are done. Everyone knows what is expected and what to do.
11. Pupils have a good understanding of right and wrong, and this is promoted well throughout the school. Their moral development is encouraged well. RE, assemblies and other subjects, such as science, give pupils the chance to reflect on their spiritual development well. Appreciation of the natural world and its connections with creation are celebrated. The whole ethos of the school sets a good pattern for social behaviour and participation in its activities. This is helped by group activities such as the school choir, the sports activities and the public performances at Christmas and in the summer.
12. Opportunities for pupils to experience multi-cultural society through visits out, and visitors coming into school are not developed well enough. There are not enough opportunities for pupils to experience the culture of minority ethnic groups that form part of modern Britain.
13. The programme of personal, social and health education (PSHE) is good, and elements of citizenship have been incorporated well. 'Circle time' in classes teaches pupils to listen to the views of others and express their own, as well as joining in general discussions. The initiatives provided for older pupils to help younger ones and to take responsibilities are good. They receive training for peer mediation and for their school council work, and thereby take an active part in the life of the school.

Attendance

Attendance in the latest complete reporting Year (%)

Authorised absence	
School data	5.8
National data	5.4

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.

14. For the reporting period the pupils' attendance was satisfactory and at the level of the national median. Unauthorised absence had been below the national median. However, during that period many pupils had been absent due to contracting contagious illnesses. Since then, it has improved significantly and is now close to the previously recorded levels. For the reporting period 2003-4, attendance was 95 per cent. Pupils' punctuality is good. Attendance and punctuality are monitored well by the school.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
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White – British	200	1	1
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall but has a number of strengths including the provision for special educational needs. The quality of teaching and learning is satisfactory overall. The curriculum is satisfactory with many good additional curricular opportunities such as educational visits. Accommodation is broadly satisfactory.

Teaching and learning

The quality of teaching and learning throughout the school is satisfactory but good in Years 3 to 6 with good teaching seen regularly in Years 4 and 6. Assessment is satisfactory. The teaching assistants provide good support to groups of pupils in lessons.

Main strengths and weaknesses

- good teaching is regularly seen in Year 4 and Year 6;
- teaching is good for pupils who have special educational needs;
- teaching in mathematics and science is generally good;
- the management of pupils is good;
- target setting and the use of data to track pupils' progress in English, mathematics and science are developing strengths but are less well developed in other subjects;
- marking does not always give pupils enough guidance on how to make their work better;
- the overuse of worksheets in some subjects limits pupils' responses.

Commentary

15. The good teaching regularly seen in Year 4 and Year 6 contributes well to the achievement of pupils by the end of Year 6. This was seen in mathematics at Year 6, where the teacher's good personal skills and pace of the lesson ensured good progress and in geography in Year 4 where high expectations and good use of resources led to good learning. The Reception teacher is new to the class but has made an effective start in introducing the children to the school's routines. The strong emphasis on developing good attitudes and behaviour means that children are already responding well to the range of activities provided.
16. Relationships throughout the school are good and teachers successfully manage pupils to ensure good standards of behaviour during lessons. This is also reflected in parents' views. Pupils develop good work habits, and these are particularly evident in those children just starting in Reception and in Years 4 and 6 where pupils work well independently or with others. The quality of teaching and learning for pupils who have special educational needs is good. Teachers provide suitable work so that these pupils are able to join in lessons fully. Although there are relatively few teaching assistants, they work well in supporting those pupils who have special educational needs.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	13 (43)	16 (53)	1 (3)	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.

17. Teaching in Years 3 to 6 is generally good in mathematics and science, with a good emphasis on practical, investigative activities in science. In some subjects, there is an overuse of

photocopied worksheets, which often limits pupils' responses. Where they are used in some science lessons, these often limit the investigation and direct the outcome. This does not give pupils the opportunity to discover for themselves, particularly those higher attaining pupils. These worksheets also limit the further development of pupils' writing skills. This is also reflected in the quality of presentation, where teachers do not always demand enough of pupils.

18. Pupils' work, including homework, is regularly marked. Although teachers are supportive and encouraging in their comments, these do not consistently identify the regular errors that pupils make or tell them how they can improve.
19. Since the last inspection, teachers have become much better informed about the progress and attainment of the pupils in their class. Sound progress has been made in the use of assessment, especially the school's analysis of data and the use of testing to inform their planning. Regular assessments are used to monitor progress and set long-term targets for pupils and year groups. The current arrangements indicate that use of tracking data to support the progress of pupils is a steadily growing strength. The school now uses assessment well to track the achievement of its pupils in the core subjects of English, mathematics and science and sets group and individual targets each half-term in literacy and mathematics. The assessment procedures for many other subjects are still being developed and do not enable teachers to focus sufficiently sharply on how well all pupils are doing in these subjects.

The curriculum

Curricular provision is satisfactory. The enrichment of the curriculum and provision for PSHE are good. Overall, resources and accommodation are satisfactory.

Main strengths and weaknesses

- pupils' learning is enhanced well through a wide range of educational visits and visitors, and the good range of extra-curricular activities provided;
- the provision for pupils who have special educational needs is good;
- planning does not make sufficient links between subjects, particularly the use of literacy;
- there is no appropriate outdoor area for Reception children;
- the school's library is under used and insufficiently resourced to support the curriculum fully;

Commentary

20. The school has maintained the provision from the last inspection. It ensures equality of access and opportunity for all pupils. Pupils who have special educational needs have good access to the school's curriculum and they are well integrated into their classes. Individual education plans focus well on the needs of the pupils. Targets are appropriate and achievable.
21. The pupils have a wide range of quality learning experiences that extend the curriculum. The school makes especially good use of focused activities such as its science weeks and 'Healthy Eating' weeks. All pupils are able to make educational visits and the pupils in Year 6 enhance their life skills during their annual residential visit. The school also regularly broadens its curricular opportunities by inviting interesting visitors to the school, such as theatre groups. Parents welcome this breadth of extracurricular opportunities.
22. The curriculum for the Reception class provides a wide range of activities that are matched to the needs of all the children. However, whilst the indoor accommodation is satisfactory the outdoor facilities are poor and limit aspects of children's physical and social development. This was also noted at the last inspection and is a weakness.
23. Good provision and recent improvements to the use of ICT across the curriculum are the result of a curricular review. However, the school misses opportunities to develop aspects of its cross-curricular provision more effectively. There is a particularly weakness in the use of literacy to

improve pupils' English skills and support learning in other subjects. It has made relatively little progress in developing the approaches suggested in National Primary Strategy publications.

24. Many pupils take part in after-class clubs and sporting activities. The quality and range for sports are good, and teams represent the school in many leagues and competitions. There is also good provision for the arts, including opportunities for pupils to learn to play various musical instruments. School drama productions are popular with the pupils and parents.
25. There is an appropriate number of qualified teachers, who are well trained, adequately experienced and effectively deployed. The school's accommodation is satisfactory and makes effective use of interior space, except in the case of the school library. This is located in the computer suite but, unlike the ICT equipment, it is not timetabled for regular class use. There is only a limited selection of non-fiction books and research materials.

Care, guidance and support

The provisions for pupils' care, welfare, health and safety and their involvement through seeking and acting on their views are satisfactory. The support, advice and guidance that pupils receive are good.

Main strengths and weaknesses

- members of staff monitor pupils and provide for their welfare needs well;
- induction arrangements for children in the Reception class are good;
- pupils have good relationships with adults and their peers, the peer mediation scheme is a positive feature.

Commentary

26. The school provides satisfactory support and guidance for pupils. Members of staff have good knowledge and understanding of pupils at the school. Pupils enjoy good and trusting relationships with adults and the successful peer mediation scheme is enabling pupils to support one another well. Pupils like the way the system operates and those who are involved receive appropriate training for this role. Parents are very positive about this initiative. Members of staff have received training in child protection measures and the school enjoys good links with all the support agencies. The care and support given to pupils who have special educational needs are good. Pupils are well looked after and fully integrated into all that the school does.
27. Support, care and welfare arrangements are managed well; if ill or injured, pupils are well cared for by the school. Health and safety arrangements are satisfactory. Risk assessments and equipment tests are undertaken, but there are administrative arrangements lacking that have been passed on to the school. The school has a calm and orderly atmosphere and pupils are appropriately supervised during play and lunchtimes. They confirm that they feel safe in the school. The school's good induction arrangements are supported well by its close relationship and good links with the on-site private pre-school provision.
28. The newly formed school council has members from Years 3 to 6 and the school has been careful to ensure that the pupils involved have been properly prepared for their responsibilities. Although a very worthwhile initiative, it has yet to contribute to the work and management of the school. At present, pupils have limited opportunities to make suggestions or to put forward ideas for the improvement of the school. When pupils are given responsibilities to help, or to act as monitors, all ages are keen to help.

Partnership with parents, other schools and the community

Good links are made with parents, the community and with other schools. Good links are made with other schools, including pre-schools. Parents receive good information about the school and their children's progress.

Main strengths and weaknesses

- links with parents are good. They feel that they are involved and receive good information;

Commentary

29. This aspect has been improved since the previous inspection and is now a strength of the school. Parents think highly of the school and support its aims. The school regularly seeks parents' views and opinions and parents feel that the school is an "open" institution. Parents are happy with the systems of communication and most of them are well aware of school activities. They appreciate the newsletters and the quality of information that the school provides about school activities. Annual reports on pupils' progress provide good information on how pupils can improve and additional progress reports are made to pupils and parents every half term. The quality of information is good and both pupils and parents are able to comment on the reports and discuss them with the teacher. Parents confirm that they are well informed about pupils' progress when they attend meetings with staff. It is evident that the teachers know the children well.
30. Parents of those pupils who have special educational needs are involved well in their children's education. They receive details of IEPs and there are good suggestions for them to help their children at home. There are opportunities for them to talk to teachers at consultation evenings or informally.
31. The school is well supported by the friends' association that has raised considerable funds for the school and organizes several social events. Parents are encouraged to help in school by listening to pupils read, helping with sporting fixtures, performances and social activities and visits out of school. They support pupils' learning at home, though homework is not always consistently used to support the curriculum. Parents confirm that arrangements to deal with any complaint or concern are good.
32. There are good links with the community. The school has taken a significant role in hosting the 'local community day'. This has involved participation by the children and has resulted in further curriculum enrichment. The school supports local, national and international appeals and charities.
33. The school enjoys productive links with pre-school groups and these provide for the smooth induction of children into the Reception class. There are regular sporting links with other primary schools and the school benefits from involvement in the sports school coordinator scheme. This link has provided additional sports expertise and the use of shared resources. Links are improving with several secondary schools, where pupils have attended science and technology days. These visits have contributed to helping pupils' transfers to secondary schools. The curriculum has been enriched by co-operating with a secondary school's sports study curriculum and by supporting secondary students' work experience placements.
34. Links with local churches are strong and the school is supported well by visiting clergy who talk to children at assemblies. The school is used by local organisations including sports associations, local churches and church groups.

LEADERSHIP AND MANAGEMENT

Leadership and management and governance of the school are good.

Main strengths and weaknesses

- the headteacher's leadership and management are good;
- there is a good programme of review leading to effective long-term strategic planning;

- the leadership of mathematics, science, ICT, PE and special educational needs is good;
- the governing body is involved in monitoring, evaluating and setting the direction for the school and has a good understanding of the school's strengths and weaknesses;
- the finances are well managed and are regularly monitored;
- the monitoring of teaching and learning is not sufficiently regular;

Commentary

35. The overall quality of leadership and management has improved since the last inspection. The headteacher provides good leadership and clear direction for the school. The senior managers of the school and key subject leaders now play an effective role. The school has a positive ethos, and strong commitment to providing the best possible education for its pupils. Systems for performance management are sound, but other classroom monitoring is not regular enough to improve the overall quality of teaching and learning. There are good opportunities for continuing professional development.
36. The headteacher and the subject leaders analyse the school's work and identify priorities for development. This is a good improvement since the previous inspection. Long-term strategic planning is well thought out, and is reflected in a good school development plan. This clearly outlines the main priorities for the short and long term. Its progress is tracked by the senior management team and evaluated appropriately. Subject leaders support staff and are becoming more effective in the way they carry out their roles to develop, maintain and share good practice so that there is continuous improvement. The special educational needs co-ordinator leads and manages well. She is very experienced and organises the support for these pupils efficiently. Outside agencies are used effectively and the co-ordinator supports teachers well in their work with pupils who have special educational needs

Financial information

Financial information for the Year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	480, 815	Balance from previous Year	19,419
Total expenditure	478,258	Balance carried forward to the next	21,976
Expenditure per pupil	2,442		

37. Finances are better managed than at the time of the last inspection and the governing body has better systems for monitoring and evaluating expenditure. There have been a number of large demands on the budget recently with the need to repair the school roof and refurbish toilets. This has limited expenditure in some other areas of planned development. With broadly average costs and above average attainment against similar schools, the school now provides good value for money.
38. The governing body ensures that all statutory requirements are met. Governors keep themselves well informed about the school's strengths and weaknesses and there is a regular programme for governors to come into school both to support the school and get a first hand view of the school's work. The committee structure within the governing body is very effective, and enables the governors to use their expertise well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (Reception class) is **satisfactory**.

Main strengths and weaknesses

- children's personal and social development is good, as is their behaviour;
- speaking and listening skills and reading are developed well;
- weaknesses in the accommodation limit some aspects of children's learning.

Commentary

39. Children are admitted to school full-time in the September of the year in which they become five. At the time of the inspection, children were still going through the induction process. At the start of the inspection, there were only nine Reception children in school, who had only been in for the previous week. They were joined by a further nine children on the second day of the inspection. Children's attainment when they start school spans the full range, but is broadly in line with that expected for children of this age. By the end of Reception, children achieve satisfactorily and are in line to attain the goals they are expected to reach in all areas of learning and generally exceed these in aspects of their communication, language and literacy and personal and social development.
40. The quality of teaching and learning is satisfactory overall with many good features. The management of the Foundation Stage is satisfactory. The Reception teacher is new to the class but has a clear overview of the provision and is well supported by a teaching assistant. They work effectively together to meet the needs of the children's welfare. The overall provision has changed little since the school's last inspection, although the curriculum now being taught follows more recent guidance for children in the Foundation Stage.
41. However, the poor outdoor provision places some restrictions on aspects of children's development. The adjacent playground is not secure and it is difficult to provide a broad range of activities for children that extend their learning outside.
42. In the area of **personal, social and emotional development**, the children achieve well and teaching is good. The children confidently tackle new experiences and share their ideas with the rest of the class. They make good relationships with adults and other children very quickly with clear, consistent guidance from the class teacher and teaching assistant. The children work well together and the insistence on good listening skills when taught as a group gives children a good understanding of the need to listen to the contributions of others, to take turns, and to share. Overall, the children are happy and enjoy the experiences that are provided.
43. Teaching, learning and achievement in **communication, language and literacy** are good. Children are in line to exceed the expected level by the end of the Reception year in their speaking and listening and reading skills. The use of an approach based on children learning the sounds as well as the names of the letters (phonics) is having a good impact on their progress. A few children know some letter sounds at the start of words. The daily literacy sessions are not yet in place as the induction period works through. However, children have opportunities to participate in role-play activities. Speaking and listening are developing well and adults use many opportunities improve these skills and extend children's vocabulary. Questions are used well to engage children's interest and a range of approaches is used to encourage them to develop their vocabulary. There are opportunities for children to develop early writing skills within play activities.

44. It was not possible to evaluate teaching, learning or achievement in children's **mathematical development** accurately. However, records indicate that by the end of the Reception year, most children have gained a sufficient knowledge and understanding of number to count and recognise numbers up to ten accurately and confidently. Their use and understanding of everyday mathematical words such as 'more than' and 'less than' when talking about numbers are suitably developed. The children are provided with a suitable range of worthwhile opportunities, which help them to learn through first-hand experience.
45. In the wide area of learning relating to children's **knowledge and understanding of the world**, there is evidence that children are achieving appropriately. Teaching is satisfactory. Children are given a suitable range of first-hand experiences. For example, children explored the pond in the school's environmental area and marvelled at the range of water insects and other mini-beasts they could see. It was not possible to see the children using computers, but, as with all classes in the school, they have regular sessions in the ICT suite to learn the necessary skills and control. The children are enthusiastic and show good levels of interest in all activities.
46. It was not possible to make an overall judgement of provision, teaching or learning for children's **physical development**. Children's attainment and achievement are hampered by the lack of a clearly defined and secure outdoor play area. Although the children take part in PE lessons this was not observed during the inspection. However, fine physical skills are often taught well, and most children manipulate small objects well.
47. In the **creative** area of learning children mix paint, and create self-portraits choosing appropriate colours for themselves or materials for collage. They achieve appropriately and use their language skills to talk about what they are doing and to describe such things as texture and form. There was little work on display at this time with most of the children only having been in school for a few days. Children have the opportunity to explore a suitable range of materials, paint patterns, mix colours and use pencils and crayons to draw pictures. Teaching is good and the planned activities allow children to use their imagination for creative role-play. Many of these activities are freely available throughout the day.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**

Main strengths and weaknesses

- the teaching of reading is a growing strength in the school;
- standards in writing, while satisfactory, are lower than other aspects of English in both Year 2 and Year 6;
- pupils make good progress between Years 3 and 6;
- systems for monitoring the quality of teaching and learning are underdeveloped;
- there are not enough opportunities for pupils to use and develop literacy skills in other subjects.

Commentary

48. Overall standards in reading and writing are broadly average at Year 2 and Year 6. Pupils' achievement at Year 2 is satisfactory but good at Year 6 where improvements are being seen. This difference is mainly due to the more effective teaching in Years 3 to 6. Across the school pupils who have special educational needs make good progress. Standards in reading, writing and speaking and listening have remained constant since the last inspection, largely reflecting the national trend. However, they remain consistently lower than those achieved in mathematics and science. Standards in reading are higher than those in writing. The school has identified the weaknesses and is taking action to resolve the situation.

49. Standards in speaking and listening are average. Most pupils are careful and responsive listeners and this assists them in absorbing new information and ideas and in applying these to their work. Role-play and drama are used well by some teachers to develop pupils' speaking and listening skills and to extend their vocabulary. Throughout the school, pupils respond well to question and answer sessions.
50. The school has more recently established a much more effective method of teaching early reading skills which is raising standards. This change of approach focusing on the correspondence between sounds and letters, and combinations of letters is helping pupils learn. Pupils use this knowledge well when trying to read unfamiliar words or when trying to spell words. When faced with unfamiliar words, pupils in Year 2 and Year 6 were able to use this to build up the words by sounding out the individual letter sounds and combining them. This has enhanced the teaching of reading across the school.
51. The school has devised an appropriate plan of action to improve standards in writing. In Year 6, pupils write in a range of forms producing lively and thoughtful texts. Higher attaining pupils use adventurous vocabulary to good effect.
52. Evidence from the samples of work retained by the subject leader indicates that the quality of extended writing is improving in Years 3 to 6. Discussions with pupils reveal that increasingly, they enjoy composing their own texts and the range of forms of writing they are taught. A factor that limits the development of pupils' writing skills across the school is the overuse of worksheets. These reduce the opportunities for pupils to improve their skills through extended writing activities, and to demonstrate the value of writing in other subjects such as science, geography and history. Spelling is variable but most pupils have a sound understanding of commonly used punctuation. However, teachers do not routinely insist upon high standards of presentation in pupils' books.
53. The quality of teaching and learning is satisfactory overall, with good teaching in Years 4 and 6. This is characterised by good pace, a comprehensive grasp of the subject, good planning and particularly good use of effective questioning. The teachers have a secure understanding of the National Literacy Strategy and implement it satisfactorily. The introduction of literacy targets for each half term has improved the teachers' assessment of pupils' needs and enabled them to measure their rate of progress more accurately.
54. Subject leadership and management are satisfactory. A newly appointed member of staff has taken the role of subject leader. Monitoring procedures for evaluating the quality of English teaching and for scrutinising pupils' standards of work are not sufficiently well developed for the subject leader to gain a clear overview of the school's provision.

Language and literacy across the curriculum

55. The development of language and literacy across the curriculum is satisfactory. However, the school does not take full advantage of opportunities to develop literacy skills by integrating them into other subjects, although some good examples do exist, such as history in Year 6. This is hindering the drive to raise standards across the school, especially in writing.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- achievement and progress are good overall;
- mathematics is improving throughout the school;
- teaching is generally good;

- attainment by Year 6 is above average when compared to similar schools;
- the analyses of data and subsequent actions are good;
- the use and application of mathematics are not well enough developed.

Commentary

56. The findings from this inspection about standards generally match those of the last report. By Year 2, pupils achieve satisfactorily, make sound progress and attain average standards. Pupils in Year 6 achieve well and attain average standards. Those pupils who have special educational needs are generally well supported and achieve well. Higher attaining pupils are appropriately catered for and achieve well at both Year 2 and Year 6.
57. The quality of teaching and learning is good overall. Teaching in Years 1 and 2 is satisfactory overall, whilst, in Years 3 to 6, it is consistently good. Here, teachers use methods and provide activities that are well suited to pupils' needs. For example, in the Year 4 lesson, the teacher began with a starter about doubling and then successfully linked this to some good group work taking all the pupils, of whatever ability, into doubling in tens, hundreds and thousands. In Year 3, pupils were learning that, although addition sums can be done in any order, subtraction needs the larger number written first. They used mathematical vocabulary well and recognised that 'take away' and 'subtract' mean the same. Pupils in Year 6 demonstrate their understanding of multiplication techniques by using three different methods when solving the multiplication of decimals.
58. Discussion and the analysis of pupils' work show that there are weaknesses in the use and application of mathematics. This was also identified in the analysis of their National Curriculum test answers. This showed that some pupils had difficulty in understanding the wording of written problems and found difficulty in choosing the correct operation to solve the problem. The subject leader has identified this as an area for closer attention and it features in next term's mathematical focus.
59. Leadership and management of the subject are good. The subject leader's efficient analysis of all test data is enabling her to help teachers focus on areas that need more work. This applies to the National Curriculum tests and also the optional ones in intervening years. Mathematics is an improving subject in the school.

Mathematics across the curriculum

60. Pupils satisfactorily use mathematical skills in other areas of the curriculum. For example, producing graphs and charts in science, and using numeracy skills in design and technology and geography. They also measure, calculate, record, and plot on charts.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- the good emphasis on investigative and experimental science promotes pupils' interest;
- standards in Years 3 to 6 are good and have been maintained over time but standards in Years 1 and 2 are not high enough;
- the subject leader is knowledgeable;
- worksheets are often used unnecessarily and limit pupils' responses;
- a wide range of visits, visitors and science activity weeks support teaching and learning.

Commentary

61. Achievement is good overall and very good by Year 6. Current attainment at Year 6 is above the expected level. Over time, standards at Year 6 have been consistently high and pupils are on course to maintain these levels. This is an improvement from the last inspection. However, standards at Year 2 are below average and pupils do not achieve all they are capable of.
62. Evidence indicates that teaching is satisfactory overall but with good teaching in Years 3 – 6. Although not all teachers are confident in the subject, all tackle practical work. This focus on more practical, experimental work is giving pupils better investigative skills, for example in the use of the school's environmental area for teaching about food chains and life cycles. The lesson on forces for pupils in Year 2 did not pitch work at an appropriate level for the pupils and many completed the task given very quickly. As a consequence, pupils enter Year 3 below the level expected for this age. Where worksheets are used, the relatively low level of some of these too often restricts what pupils do and narrows their possible responses. It also prevents higher attaining pupils, in particular, from devising their own approaches or recording methods, to enable them to demonstrate their understanding more clearly. Where pupils worked in pairs or small groups, for example, in their investigation of animals and plants in the pond, their discussions showed better understanding than was seen in their recorded work. Assessment is satisfactory and becoming more refined.
63. Subject leadership is good, involving some classroom monitoring and work sampling. However, this has focused more recently on Years 3 to 6 to the detriment of pupils in Years 1 and 2. There is a good portfolio of retained work, with helpful guidance about what can be achieved.
64. Resources are good and include a valuable environmental area in the school grounds. There are good links with ICT through work using, for example, data recording and computer-linked microscopes and with mathematics through recording in tables, charts and graphs. The well-planned science activity weeks are popular with parents and add much to pupils' enjoyment and understanding of science. The use of visits and visitors enhance the provision even more.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- the subject is well led and managed;
- through training, teachers have developed their personal skills and confidence;
- there are good resources to teach all aspects of the ICT curriculum;
- ICT is used well to support work in other subjects.

Commentary

65. Pupils in both Year 2 and Year 6 show satisfactory achievement and are working broadly at the expected standard. Younger pupils in Years 1 and 2 are developing good keyboard and mouse control skills and are able to navigate their way through a range of different programs. Older pupils in Years 3 to 6 are confident in accessing the Internet for research to support work in other subjects and in the use of microscopes linked to the computer in their science.
66. Since the previous inspection, the facilities have been improved, including a well-resourced computer suite with a digital projector and a range of equipment to support work in other subjects. As the result of regular training and support from the subject leader, teachers are growing in confidence and improving their skills. With the developments seen and the improvements in teachers' knowledge, this is a rapidly improving subject.
67. Although teaching is satisfactory overall, teachers now use ICT more as an integral part of pupils' learning, for example, in science. This is improving pupils' skills and their rate of progress throughout the school. The subject leader has good ICT skills and teaches the subject well.

68. Subject leadership and management are good. The co-ordinator is knowledgeable and has produced much good guidance for other staff to support teaching and assist in trouble-shooting problems. Good quality resources ensure that there is access to the full ICT curriculum.

Information and communication technology across the curriculum

69. The subject leader has ensured that, as well as lessons for specific skills development, all classes have regular timetabled opportunities to use ICT to support their work in other subjects. There is improved use of ICT across the curriculum including mathematics, science and music.

HUMANITIES

70. No lessons were seen in **history** and only one lesson in **geography** was observed. Consequently it was not possible to make secure judgements about the provision in either subject. Further evidence mainly included the examination of pupils' work, photographic records of recent subject areas covered and displays in classrooms and corridors. From the work analysed and observed, the indications are that standards overall in geography and history are average, which matches the findings of the last inspection.
71. The subject leader's portfolios of work in geography contained evidence such as local area studies, a study of a village in India and a unit of work about water. There was clear evidence of pupils learning and using essential geographical skills. These included the use of globes, maps and atlases of varying scales. In history, from the limited quantity of work found in most of the books analysed from Year 1 and 2, there was evidence of appropriate curriculum coverage of topics such as Victorian Britain. However, standards of presentation in the pupils' books were not high enough and teachers had not insisted upon pupils taking sufficient pride in their work. For older pupils the teacher's higher expectations played a significant part in ensuring that many of the pupils made both good progress and accurately recorded their findings.
72. Displays of work in history included the Ancient Egyptians, Ancient Romans and a World War II topic entitled Evacuees by Year 6. These indicated that the curriculum was being thoroughly covered and that most pupils were learning to understand chronology and the skills required to enable them to conduct historical enquiries.
73. There is insufficient monitoring and evaluation of pupils' work. Assessment is not used effectively to enable the school to track both the progression of skills or to match teachers' planning accurately to National Curriculum levels.

Religious Education (RE)

Provision in RE is **good**.

Main strengths and weaknesses

- the subject contributes well to pupils' spiritual development;
- the curriculum is broad and well balanced;
- pupils are often invited to give their own views;
- learning from religions is developed well;
- visits out do not include places of worship other than Christian ones.

Commentary.

74. Pupils of all ages attain standards that meet the expectations of the locally agreed syllabus and have been maintained since the last inspection. Pupils achieve soundly, and this includes those

who have special educational needs. They study several world religions. One of the strengths is that pupils not only learn facts, but also learn from what various religions have to say about life's issues. For example, some pupils look at the whole idea of commandments and rules. Sometimes, they are asked to make up rules of their own to fit a situation, perhaps in their own classrooms.

75. The quality of teaching was generally satisfactory in the lessons seen. Teachers frequently invite pupils to talk about their own ideas and feelings. For example, in a good lesson with Year 3, pupils were thinking about special books. They had brought their own special favourites to school and took turns to tell the class why their book was special to them. This was in preparation for later work on sacred writings and special books such as the Torah and the Bible. In Year 5, pupils in groups were given one of the fruits of the Spirit such as love, happiness or kindness. They worked together to suggest examples of how they had used or received this attribute in their own lives.
76. Analysis of records and books shows that there is a broad coverage of topics spanning several world religions. Some pupils have written prayers of their own or worked on illustrations based on the Qur'an. Spiritual development is well promoted throughout the RE curriculum. This was exemplified when Year 6 went to the wildlife area and sat for a while reflecting on water and its life-giving qualities and connection with creation.
77. Pupils learn about the nature and person of Jesus, and his parables and stories. When studying Judaism, they are taught about the weekly observance of Shabbat. They demonstrate in their work that they understand not only the facts but also the symbolism behind the celebration. This also gives a good example of how teachers use pupils' everyday lives as examples. When they talked about celebrations and festivals, they first set these within their own experiences with references to birthdays and anniversaries.
78. The subject is well led and managed. The subject leader has produced a curriculum that is securely based on the locally agreed syllabus. There is a good range of work and topics, and at appropriate times, pupils think about Harvest, Christmas and Easter. Although some pupils visit local churches or the cathedral, places of worship in other world religions are not included. This is an area for improvement as they study these faiths and think about their patterns of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. There was no opportunity to observe teaching in **art and design**, **DT** or **music**. However, teachers' planning, photographic records and retained samples of work show that these subjects are regularly taught and cover all of the requirements of the National Curriculum. Analysis of the subject documents for music shows clearly that pupils listen to music, perform and compose. There was insufficient evidence to make a reliable judgement about standards in **DT** or **music**. In **art and design**, standards are above those normally found for pupils of this age: a similar judgement to the last inspection.
80. In music, the whole school was heard singing satisfactorily in assemblies, with a recorded tape as accompaniment. Pupils play tuned and un-tuned instruments and produce imaginative interpretations of the music they listen to. Some pupils write simple musical scores of their compositions. An increasing number of pupils take classical guitar lessons. Good links to other subjects are made when pupils use art or dance to express their feelings and reactions to music. The school choir was seen rehearsing, and they sang very well. They added part-singing to their performance, kept the rhythm and sang softly or loudly according to direction. Music is enhanced well by school performances and concerts as well as performances of the school orchestra. These are very popular with parents.
81. Throughout the school's classrooms, halls and corridors, there were numerous attractive displays illustrating the activities covered in both art and design and DT. These provided evidence of a good range of DT work including models of toys, which were operated by the use

of a cam. It also contained the pupils' designs and indicated that, for their age, the pupils had acquired an appropriate level of skills and techniques. These showed that they could appreciate the need to make improvements to their future designs and models. In art and design, there are many good displays of artwork including examples of painting, sketching, observational drawing, patterns and collage. The overall quality of artwork is good.

82. The subject leaders' portfolios of pupils' recent work contained photographic evidence of pupils across the school learning about an appropriate range and coverage of the National Curriculum's requirements.

Physical Education (PE)

Provision in PE is **satisfactory**

Main strengths and weaknesses

- a good, well-planned curriculum with many opportunities for extracurricular enrichment;
- subject leadership is good.

Commentary.

83. Pupils achieve standards in line with those expected for pupils at Year 2 and Year 6 in all aspects of the curriculum, including swimming. Progress and achievement are satisfactory. This reflects the standards seen at the time of the previous inspection.
84. Teaching is satisfactory overall with the subject leader demonstrating good personal skill and knowledge of the subject. This was demonstrated in a netball skills lesson where, with good modelling and good evaluation by the teacher, the pupils made good gains in their passing and receiving skills. Pupils respond well and their good attitudes make for effectively organised lessons where all take part and share well. Paired and small side activities were used well by teachers to improve pupils' individual and teamwork skills, for example, in the games lessons seen in football and netball.
85. Subject leadership is good and the co-ordinator offers well thought-out guidance to support staff in their teaching. The curriculum is good, has been well planned by the subject leader and now covers all of the requirements of the National Curriculum. This was a weakness at the last inspection. There is a wide range of additional activities available to pupils to enhance lessons and the school is a regular and often successful competitor in local events.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

86. Provision overall for PSHE is good. Planning, based on several books and schemes, is comprehensive. All the required aspects of the curriculum are well planned for. In a good Year 4 lesson observed, pupils sat in a circle and exchanged ideas about their feelings, emotions and reactions to various pictures or situations. This 'circle time' gives all pupils the chance to express their own views as well as listen to those of others.
87. There is a good programme of learning that includes work on healthy living, sex education and drugs awareness. Pupils learn to join in discussions in lessons, and the school council is enabling the representatives to take some responsibilities as part of their citizenship education. In addition, older pupils learn about peer support, which trains them to help in solving minor problems before they become large ones. Pupils in Year 5 receive training so that they can undertake these responsibilities in Year 6.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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