

INSPECTION REPORT

HOLLAND MOOR PRIMARY SCHOOL

Skelmersdale, Lancashire

LEA area: Lancashire

Unique reference number: 119323

Headteacher: Mr M Beale

Lead inspector: Mr R F Spinks

Dates of inspection: 13 – 16 June 2005

Inspection number: 267035

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	360 (including 51 part-time in the Nursery)
School address:	Cornbrook Skelmersdale Lancs
Postcode:	WN8 9AG
Telephone number:	01695 725062
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Birchall
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in well maintained and attractive grounds in the area of Holland Moor, to the south east of Skelmersdale. The school building has had a number of extensions to accommodate increasing numbers and to provide a Nursery. Further building is currently underway to improve accommodation for Year 5 and 6 pupils.

There are 335 pupils on roll, which makes the school larger than average. There were approximately 51 younger pupils attending the Nursery part-time, either in the morning or afternoon. The pupils come from mainly white heritage backgrounds, and the number from minority ethnic backgrounds is well below average. Pupils come from the full range of social and economic backgrounds but a larger than average proportion come from disadvantaged backgrounds. The number of pupils eligible for free school meals is broadly average. Overall, pupils' attainment on entry to the Nursery is well below average. 27 per cent of pupils are identified on the special educational needs register, which is well above the national average. The number of pupils with a statement of special educational need is well above average. There is a Special Education Resource Facility for pupils with speech and communication difficulties within the school and this caters for pupils in the Foundation Stage and Years 1 and 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2783	Rod Spinks	<i>Lead inspector</i>	Science Physical education
9417	Elizabeth Owen	<i>Lay inspector</i>	
12815	Andy McDowall	<i>Team inspector</i>	English English as an additional language Geography History Religious education
33609	Mitch Moore	<i>Team inspector</i>	Mathematics Information and communication technology Design and technology Music
21816	Beryl Thomas	<i>Team inspector</i>	Foundation Stage Art and design
23886	Declan McCarthy	<i>Team inspector</i>	SEN (Speech and Communication)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holland Moor is a very good and fully inclusive school with many outstanding features. Pupils achieve well as they get older, in response to mostly good and very good teaching. Standards are rising at the end of Year 2 and Year 6. Pupils' personal development, including spiritual, moral, social and cultural development, is excellent. Leadership and management are very good and governance is good. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Very good achievement in the Foundation Stage and Years 1 and 2 leads to well above average standards by the end of Year 2 in 2004.
- Good achievement in Years 3 to 5 leads to average standards.
- Pupils' personal development is outstanding.
- Provision for the care, welfare and health and safety of pupils is excellent. There is outstanding support and inclusion of pupils with special educational needs (SEN).
- Pupils' attitudes and behaviour are very good.
- The Special Education Resource Facility (SERF) provision is very good.
- The curriculum is rich and is enhanced by many extra features.
- Leadership and management at all levels are at least good.
- Attendance levels were well below average in 2004 but have improved this year.

The school has maintained the high quality of education found in the last inspection. The inclusion of pupils with SEN has developed further and the school is taking an increasing number of such pupils. This has caused the variations in the school's attainment gradings for the national tests at the end of Year 6. Progress since the last inspection has been satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All Schools			Similar Schools
	2002	2003	2004	2004
English	A	C	C	C
Mathematics	B	C	D	C
Science	A	C	D	C

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

Overall achievement is good.

Achievement is very good in the Foundation Stage and Years 1 and 2. Pupils enter the school with well below average attainment, and by the end of Reception most attain the early learning goals. In the Year 2 national tests in 2004, standards in reading and mathematics were well above average and they were very high in writing. Pupils with SEN, both in the main school and in the SERF, make very good progress and achieve well. Pupils currently in Year 2 are attaining above average standards. Achievement in Years 3 to 6 is good. In the Year 6 national tests in 2004, standards in English were average, while standards in mathematics and science were below national averages. Inspection evidence indicates that current standards in Year 6 in English, mathematics and science are average, and that standards are above average in Years 3 to 5. The overall attainment at the end of Year 6 compared with national averages is affected by the larger than average number of pupils with SEN, who find the increasing complexity of learning in these years difficult to manage. The school is also accepting an increasing number of pupils with special needs into Years 3 to 6.

Standards in art and design are well above average throughout the school and standards in music and dance are above average by the end of Year 6.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. They have very positive attitudes. Behaviour is always very good in lessons and at other times. Attendance levels have been well below national averages but hard work by the school has resulted in near average levels of attendance this year.

QUALITY OF EDUCATION

Overall the quality of education is very good. Teaching is very good throughout the school. The support for pupils with SEN is excellent and they are fully integrated within the learning process. In response to the very good teaching, pupils of all ages work hard and learn well. Assessment procedures are satisfactory, but teachers could use the information gained to challenge pupils further and promote higher standards.

The curriculum provided is very good. It is innovative and provides a much broader range of learning experiences than normally found, with the inclusion of French for older pupils. There are very good enrichment opportunities within the curriculum, with visits and visitors, and there is a very good range of extra-curricular activities.

The excellent care and welfare of pupils, and the close working partnerships with parents and the community, ensure good support for the personal development of pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and is very well supported by a team of senior managers. The good work of the governors ensures that the school continues to develop, whilst ensuring that high quality learning experiences are sustained. They also seek to ensure that the school provides 'best value'. Leadership and management are very good for many subjects. Governors make certain that all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education provided for their children. Parents of pupils with SEN recognise the excellent opportunities their children experience. They have excellent relationships with teachers and are very appreciative of the level of contact they have with the staff. They support their children with their work when they can, and are very positive about the very good start provided in the Nursery.

Pupils like school and are very happy. They work hard and are fully involved in all activities. They consider that their teachers treat them fairly. Relationships with teachers and fellow pupils are very good. Pupils appreciate the high quality learning resources they use in the interesting learning activities provided for them.

IMPROVEMENTS NEEDED

There are no major areas requiring improvement. However, there are areas identified by the school which, whilst at least satisfactory, are of relative weakness when compared to the very good and excellent provision elsewhere. These are the need to:

- Continue to develop assessment and marking procedures and processes to provide more effective targets for pupils' attainment.
- Identify more consistently the action to be taken as a result of monitoring teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement and standards are good. Pupils enter the Nursery with well below average attainment, and achievement is very good by the end of Reception, when standards are just below average in language and communication. Achievement is very good in Years 1 and 2, with pupils attaining above average standards by the end of Year 2. Achievement in Years 3 to 6 is good, with most pupils attaining the expected standard. Pupils with SEN achieve very well, both in the main school and in the SERF.

Main strengths and weaknesses

- Very good achievement in the Foundation Stage.
- Well above average attainment in 2004 at the end of Year 2.
- Average standards in national tests in English at the end of Year 6 in 2004.
- Pupils with SEN achieve well.
- Well above average standards in art and design. Standards in music and dance are above average by the end of Year 6.
- Standards in literacy and numeracy are above average.

Commentary

1. Children enter the Nursery with well below average attainment. They make very good progress in all areas of learning in both the Nursery and Reception Years so that by the time they are entering Year 1 attainment is in line with that expected in all areas of learning except language and communication, which remains just below average. Pupils with SEN achieve well. Carefully structured individual plans, alongside accurate assessment, successfully guide their work in the classroom. They receive very good support in class.

2. In Years 1 and 2 achievement is very good. By the end of Year 2, in national tests in 2004, pupils attained standards that were well above average in reading, very high (in the top 10% nationally) in writing and well above average in mathematics. Standards have been rising over the last three years. These standards reflect very good learning in response to consistently good, and very good, teaching and high levels of support for individual pupils from teachers and teaching assistants. Standards of literacy and numeracy are above average and pupils have many opportunities to develop their skills in literacy and numeracy in the other subjects of the curriculum. From inspection evidence and recent assessment information, it is judged that current pupils in Year 2 are on course to attain above average standards. They show above average reading, writing and mathematical skills.

3. Standards in religious education are average, with pupils being offered a wide range of learning and experiences of different faiths. Standards in information and communication technology (ICT) are in line with those expected for pupils at the end of Year 2.

4. Standards are well above average in art and design, and above average in music and dance. In all other subjects standards are in line with those expected by the end of Year 2.

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

Standards in:	School results	National results
reading	17.5 (18.3)	15.8 (15.7)
writing	18 (18.1)	14.6 (14.6)

mathematics	18 (18.2)	16.2 (16.3)
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There were 44 pupils in the year group. Figures in brackets are for the previous year.

5. In Years 3 to 6, achievement is good. In national tests in 2004, standards in English were average and standards in mathematics and science were below average. The proportion of pupils attaining the nationally expected standard was above average in English and close to the average in mathematics and science. This represented good progress for most pupils. The proportion who only just attained the nationally expected Level 2 at the end of Year 2 and went on to attain the nationally expected Level 4 at the end of Year 6 was above the national figure. There were few higher attaining pupils in this year group and an above average number of pupils with a statement of SEN, which adversely affected overall grades. Standards were in line with the national averages for English, mathematics and science based upon pupils' prior attainment in Year 2.

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

Standards in:	School results	National results
English	26.7 (27.1)	26.9 (26.8)
Mathematics	26.3 (27.3)	27.0 (26.8)
Science	27.9 (28.6)	28.6 (28.6)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

6. Inspection evidence shows that standards in literacy and numeracy are average by the end of Year 6. Pupils are given many opportunities to use their skills in literacy and numeracy. For example, pupils' work in all year groups shows good writing skills in geography and history, where presentation, spelling and punctuation are of above average standard.

7. Standards in religious education observed during the inspection showed pupils' attainment to be in line with that expected in the Locally Agreed Syllabus, and this represents good achievement. Pupils have opportunities to study a number of different religions and respond well, showing respect for others' beliefs.

8. Standards in ICT are in line with those expected at the end of Year 6. Pupils have good opportunities to use their ICT skills within the other subjects of the curriculum. For example, pupils in Year 4 were seen preparing e-mails for sending to other teachers and pupils in the school as part of their work on communication in English.

9. Standards in art and design are well above average, and in music and dance they are above average. This reflects the standards identified when the school achieved Artsmark Gold status.

10. By the end of Year 6, standards in the remaining subjects of the curriculum are in line with the expected levels of attainment. However, the rich curriculum affords them a broader range of learning experiences than normally found. For example, there is a wide range of visits which extend learning in history and geography as well as enhancing pupils' personal development.

11. Pupils with SEN needs achieve very well. They are fully included within all aspects of the curriculum. Teaching assistants are very effective in providing access for these pupils to all learning activities.

12. Whilst there has been some fluctuation in whole school standards of attainment since the last inspection, achievement has remained good. Progress since the last inspection has been satisfactory.

Pupils' attitudes, values and other personal qualities

Attendance in the last school year was **unsatisfactory** and was well below the national average. Pupils' attitudes and behaviour are **very good**. Pupils' personal development is **excellent**.

Main strengths and weaknesses

- Promotion of pupils' social and moral development is a particular strength.
- Excellent relationships across the school promote learning and the inclusion of all pupils.
- Staff have high expectations for pupils' behaviour.
- Attendance has improved considerably during the current school year as a result of action taken by the school.

Commentary

13. In response to last year's poor attendance figures, the headteacher has initiated a first day call procedure for all pupils absent without explanation. Attendance reports go to parents each month, giving each pupil's percentage attendance, how often they were late in the morning, and comparisons with other pupils in their class. This has heightened parents' awareness, and both attendance and punctuality have improved. Consequently, during the current school year, attendance so far is only fractionally below the national average, and punctuality is good, with very few pupils late. Certificates to reward good attendance will also be introduced shortly. Holidays taken during term-time reduce attendance statistics, but for some parents the factory shutdown gives them little choice. A few pupils have attendance problems and the school works closely with parents to try to improve matters.

14. Pupils enjoy school and come in with enthusiasm. Morning Tai Chi exercises in the playground are valued by pupils and provide an excellent start to the day. Their behaviour in lessons is very good; they listen to their teachers, concentrate on the task and co-operate well together. A range of activities and games is available at playtimes, in which pupils participate with enjoyment, at the same time developing their skills. The very inclusive ethos of the school means that pupils treat each other with consideration, and pupils with SEN are included in all activities. Any signs of unpleasant behaviour, including bullying, are responded to quickly and pupils and parents are happy with the outcome of action taken. Pupils know what is expected of them in their behaviour and older pupils take on a buddying role with younger pupils.

15. Pupils with SEN have the same very good attitudes and values as their peers. In all lessons they work hard. They respond very enthusiastically to their teachers and the very good teaching assistants who support them. Relationships are excellent. All pupils mix well at playtime and lunchtime, and pupils with SEN take a full and active part in lessons, after-school clubs and activities at playtimes.

16. Pupils are offered a range of other opportunities to take on responsibility across the school, often prompted by the work of the school councils, which meet regularly. The council for older pupils holds a budget and was at the forefront of a number of developments. These include playground activities, provision of larger cups for drinking at lunchtime, availability of water, and the ban on salt at lunchtimes. They also discussed and planned the red bench in the playground, where pupils sit if they need a friend, with the red cap wearers who respond. However, taking responsibility for their own learning is less well developed.

17. The personal development of pupils is supported very well, and the excellent relationships across the school make a major contribution to this. Pupils understand the responsibilities of being part of a community and show respect and care for each other and their environment. The personal, social and health education (PSHE) programme supports pupils well, and a Year 2 lesson on friendship enabled pupils to discuss some of the consequences of their actions. Pupils are developing a very good awareness of other faiths and cultures, and show understanding of, and respect for, others' beliefs. The school works hard to ensure that pupils are prepared for life in a more multicultural society than that which they currently experience day to day. The celebration of different cultures, especially through music, dance and art and design is very well developed. Pupils' spirituality is developed very well through the curriculum and at assembly times, when the headteacher makes a significant contribution. Foundation Stage pupils are on track to achieve their goals in personal development by the end of Reception.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.1
National data	5.1	National data	0.4

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

Exclusions

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	353	3	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Overall, the quality of teaching and learning are very good. Consistently good or very good teaching leads to pupils' very good achievement from the time they enter the Nursery to the end of Year 2, and to good achievement by the end of Year 6.

Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and application to learning.
- Excellent relationships between staff and pupils set a firm foundation for learning.
- There is a whole school approach to lesson planning, where learning objectives are shared with the pupils and are sometimes developed to allow pupils to evaluate their own work.
- Teaching assistants make a positive contribution to the effectiveness of teaching and learning.
- There is outstanding inclusion for pupils with SEN.
- The promotion of equality of opportunity is excellent.
- Assessment of children in the Foundation Stage is very good. For those with SEN, and in particular those with individual education plans (IEPs), it is excellent.
- Homework arrangements are good.

Commentary

18. Overall, the quality of teaching is very good. There are some common strengths in teaching that underpin the overall very good quality of pupils' learning. These include high expectations of pupils' behaviour, which means that pupils concentrate well on learning tasks. There are excellent relationships between staff and pupils. Pupils like and trust their teachers and this helps them to tackle work with confidence. Teachers have good subject knowledge, which they use well to plan effective lessons and devise very good and challenging learning opportunities for pupils. They are

able to lead question and answer sessions confidently, enabling pupils to think carefully and develop their understanding. Their expositions are clear and concise. Good support from teaching assistants means that all pupils have opportunities to work in small groups with adult help. Teachers are successful in creating meaningful links between learning in different areas of the curriculum and they base much of the learning on first-hand experiences.

19. The school's systematic approach to planning ensures that all aspects of the National Curriculum are taught in full. The planning is very detailed and identifies the intended learning outcomes. These are always shared with the pupils and are sometimes developed to allow them to evaluate their own work. In the best lessons, interesting activities and a lively approach gripped pupils' interest and helped them to move forward quickly. In the satisfactory lessons, teachers spent too long talking to the pupils; there was a lack of challenge and the end of the lesson was not effective enough in drawing together the learning objectives. Excellent teaching was observed in the Nursery, in art and design, and in dance lessons.

20. In the Foundation Stage teaching is consistently very good and results in very good learning. Achievement is very good because pupils are keen to learn, and their needs are effectively met through an exciting, imaginative and enriching curriculum. There is a strong programme of outdoor activities where pupils sustain their enjoyment very well. There are very comprehensive and analytical assessment procedures which are organised precisely to give the teachers a very clear insight into pupils' progress, and into the achievements of pupils with SEN.

21. In all lessons teachers ensure that pupils have access to all activities. The inclusive nature of pupils' learning is a very strong feature of all classrooms. Pupils with SEN receive very good support in class to enable them to understand and complete the tasks set, and they make very good progress. Teachers and support staff are acutely aware of these pupils' individual needs. They plan carefully to make sure there are suitable opportunities for all to achieve success. In a very good physical education lesson on dance, a pupil with a physical disability was supported well and was able to take a full part in it. The targets on individual action plans are precise and the assessments of these targets are excellent. Pupils who have emotional and physical needs are given sensitive support so that they settle easily into the life of the school.

22. There is good support for learning outside the school day. Homework is well planned and supports pupils' learning, as it is strongly linked to lesson content. A weekly club takes place at which pupils can receive support from staff and use ICT facilities to complete homework tasks.

23. The assessment of pupils with SEN, in particular those with individual education plans, is excellent. The statutory test results are very thoroughly analysed so that staff have a clear picture of pupils' attainment. Pupils are tested frequently in English, mathematics and science. Generally, staff give pupils good verbal feedback on their work, but practice in other key areas of assessment for learning, such as marking and involving pupils in self-assessment, is variable. Marking of work is not always helpful, as it does not give pupils a clear picture of whether they have learned what was intended, nor help the pupil to understand what is required to improve. The very good practice in evidence in some classrooms is not consistently applied across the school. Consequently, many pupils are unsure about their targets for improvement.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (5%)	23 (40%)	24 (41%)	8 (14%)	0	0	0

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

The curriculum

The overall quality of the curriculum is **very good**.

Main strengths and weaknesses

- The curriculum is broad and very well planned.
- The school makes excellent provision for pupils with SEN.
- There is excellent equality of access and opportunity for all pupils
- The curriculum is enriched by a wide range of visits and visitors, and by extensive extra-curricular activities.
- Very good levels of staffing and resources support the curriculum.

Commentary

24. The school's curriculum meets statutory requirements fully. There is a very detailed plan outlining how, over a two year rolling programme, topics for each National Curriculum subject, religious education, and other aspects of learning such as thinking skills and personal, social, health and cultural education (PSHCE) are covered in each class. This has been used by subject leaders to make relevant links between topics. For example, the ICT subject leader has identified specific software and programs to support key topics.

25. The curriculum is fully inclusive. The school develops a strong sense of openness and respect in children through a curriculum that recognises and celebrates the achievements of individuals from different cultures and of different abilities, both within the school and in the wider world. Careful analysis has taken place of how the curriculum should be modified to meet individual needs. For example, adaptations to the physical education curriculum were made to accommodate children with mobility difficulties.

26. The school has reviewed its timetable and made a conscious decision to teach foundation subjects in the morning. Subject leaders have evaluated the impact of this decision, and inspection findings confirm that this has had a positive effect on the standards achieved in those subjects.

27. There is a very consistent approach to teaching and learning which has some innovative features, designed to meet the learning needs of the children. All lessons begin with a very clear outline of the learning that is to take place, how it relates to previous lessons, and how it will be built on in subsequent sessions. This is very effective in giving children a cohesive view of their learning.

28. The curriculum is enriched with a very wide range of experiences connected to class work. There are many opportunities for pupils to be creative and expressive. Visitors to school include music, drama and dance performers, a range of visual artists, members of a variety of faith communities (including Sikh, Moslem, Buddhist and Christian) and sport specialists. Frequent visits out of school are arranged to concerts, theatres and places of worship, along with at least one geography field trip for each class per year and the opportunity to be part of a residential trip with outdoor and adventurous activities.

29. There is also a very wide range of extra-curricular activities, including a great variety of sporting and musical activities and an art, computer and environment club. This very broad curriculum and extra-curricular provision enriches children's experiences.

30. The school makes excellent provision to ensure that all pupils with SEN have full access to the same curriculum, where possible, as their peers. All pupils on the special needs register have individual action plans highlighting their individual needs, and this ensures that work is matched well to their ability and personal needs. The accommodation caters for all the individual needs of the physically handicapped children very well. Resources for SEN are excellent.

31. Overall accommodation is good. The space in the building is used effectively and the current building programme will enhance this further through the provision of an ICT suite and permanent replacements for the two temporary classrooms.

32. The environment for learning is stimulating, attractive and well organised. Resources for learning are very good.

33. Teaching staff are very well matched to the needs of the curriculum, with a number of specialist teachers. Support staff are very well trained and experienced, and make a significant contribution to pupils' development. The whole staff team works very cohesively, and all share a common purpose to provide the very best experiences possible for the children.

Care, guidance and support

Arrangements for pupils' care, welfare and health and safety are excellent. Support and guidance to pupils on their personal development is very good, and guidance on academic progress is satisfactory. The school is very good at involving the pupils in making decisions about their personal contribution to school activities.

Main strengths and weaknesses

- All staff provide pupils with very high levels of care at all times in the school day.
- Pupils have excellent relationships with the adults in the school.
- Child protection procedures are very good.
- All procedures relating to pupils with SEN are excellent.
- Pupils do not receive enough advice on what they need to do to improve academically.

Commentary

34. Daily routines are strictly adhered to by all staff and the school accommodation provides a very safe environment for all the pupils. The school site is secure and steps are taken to ensure all learning areas offer a safe, clean and pleasant environment for pupils. Supervision by adults is of a very high order, staffing levels are high, and action is taken when potential hazards are identified. Child Protection procedures are very good. Key members of staff with responsibility have been appropriately trained and have in turn ensured that all staff have received recent training in this area. The school is quick to involve all necessary agencies when required to do so. Pupils enjoy excellent relationships with members of staff. All adults in the school are good role models for the pupils and provide sound advice and guidance when they have problems or have made mistakes. The pupils know that they can go to staff with problems and do so when necessary.

35. Support and guidance for the personal development of pupils is very good, but advice relating to academic progress and what the pupils need to do to improve is only satisfactory. The school acknowledges and celebrates the many successes of its pupils. However, more could be done to identify the areas for improvement for pupils. In some classes the pupils are clear about what their targets are and assess themselves, but this practice is not widespread.

36. The school has an extremely positive learning environment. Pupils who have special needs are identified early and receive high quality support from inside school and from the wide variety of outside school agencies that are involved. Statemented pupils receive the very best in care, welfare and support.

37. Arrangements for the induction of pupils at the various points of transition are very good. Induction to the Nursery is excellent. Care is taken to ensure that the necessary information is provided to home and school, and pupils move easily from stage to stage within the school. There are very good links with local high schools. Older pupils have many opportunities to work with teachers from these schools and feel well prepared for the move in September.

38. The active school council manages its own budget and influences the work of the school. For example, it was instrumental in the provision of the new larger beakers in the canteen, the improved playground space, and the toast at morning break-time. Conversations with pupils indicated that they feel very strongly that their school cares for them, listens to them and takes action where it can.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the community and with other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents strongly support the school and find it easy to approach the headteacher and teaching staff.
- Every encouragement is given to parents to be involved in their children's education.
- Very good curriculum links are in place with the main secondary schools attended by the pupils.
- The school has a high profile in the locality, and effective links with the local community centre enhance community involvement.

Commentary

39. Parents are kept well informed about school life through regular newsletters which are attractive and of a high quality. Parents find the headteacher and staff very approachable, and informal discussions on the school playground before school starts are the norm. Teaching staff also make themselves available to any parent each afternoon after school so any issues can be resolved before they turn into problems or complaints. A number of courses are held for parents to aid their involvement in their child's education. These include guidance on hearing children read, 'Dads and Lads', and 'Keeping up with the Children'. Termly curriculum information and information on visitors to school are also provided. There is very good attendance at the termly parents' evenings, and many are involved in visits outside school. A few parents help in school, and an initiative to involve more volunteers in school is about to start. Good use is made of reading diaries in Years 1 and 2, and all children take books home and regularly do homework. Written reports meet requirements but make no reference to targets for improvement or pupils' performance as compared to national expectations.

40. The school works in close partnership with the parents of pupils with SEN. Information is shared at review meetings and parents are involved in the pupils' education plans and targets. There are also informal meetings between the special needs co-ordinator, parents and staff to discuss individual pupils' needs. Links with parents of statemented pupils are excellent.

41. Links with the local community centre are strong and most pupils attend events at the centre after school and during the school holidays. The regular disco evenings held by the school are open to all local primary age children. The recent VE day memorabilia interactive exhibition at the community centre was well used by the school as well as by the local community. Numerous local people visit school as part of curriculum work. These include the local police liaison officer, who is a familiar figure in school, the dog warden and members of the fire and rescue service. The school makes effective and frequent use of local features and facilities to enhance the curriculum, including places of religious worship, art galleries, country parks and musical events. The school is used for meetings of the area's playgroup association, and a parent and toddler group is held at the school each week.

42. The school is an active participant in a number of local cluster groups with other schools, the largest of which organises professional development for teachers so that they have regular contact with fellow professionals teaching the same year groups. The smaller cluster of more local schools co-ordinates provision for able and talented pupils, and is chaired by the headteacher. Some effective curriculum links are in place with local secondary schools, including a shared learning in English. One secondary school provides specialist teaching in physical education and French and another in music and art, as well as opportunities for pupils to attend arts and music events. History and geography clusters also help to enhance provision and the school is regularly used for work placements by the local college.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The headteacher provides very good leadership, and senior managers assist in providing very good management of the school. The governing body carries out its work well. Governors are well informed and knowledgeable, and closely monitor all aspects of the school's work. When account is taken of the very good progress pupils make in the Foundation Stage and Years 1 and 2, and the improving standards in Years 3 to 6; the excellent personal development of pupils; the fully inclusive nature of the school; the consistently good and very good teaching; and the above average income levels, the school gives good value for money.

Main strengths and weaknesses

- Very good leadership by the headteacher.
- A fully committed staff team.
- Effective monitoring of the work of the school.
- Excellent provision for staff development.
- A total commitment to be a fully inclusive school.
- Good governance.

Commentary

43. The headteacher has high aspirations for the school and has developed these into a shared vision with the whole staff. His outstanding team-building skills have made sure that every adult working within the school seeks to provide the highest quality learning experiences for all pupils. The strategic plans for continued school improvement are securely based upon evaluations of the current work of the school.

44. The school has established systems for monitoring its work which involve both managers and governors. They monitor teaching and standards, and identify successes, but they do not always identify what needs to be done to improve further. The decline in standards in Years 1 and 2 a few years ago was identified and action taken, so that standards are now well above the national average.

45. The school development plan identifies training needs, as does the performance management process. The school meets these needs fully and ensures that staff are kept up to date with the latest developments, both in respect of the whole school and in individual subjects. The school has excellent systems to support newly qualified teachers, teachers on the graduate training programme, and initial teacher training.

46. The school has established a strong reputation in the local area for its excellent provision for pupils with SEN. This has resulted in the numbers of these pupils increasing, as parents elect to send their children to the school from a wider area than the school's normal catchment. These pupils are fully included in all activities, and as a result they frequently make well above expected progress.

47. The governing body has a clear and detailed understanding of the strengths and areas for development in the school, and monitors the work of the school in detail. Governors observe the work of the school directly, frequently visiting classrooms and meeting with teachers. The governors understand 'best value' principles and are developing their procedures to apply them.

48. The governors and managers have worked well together and have established a fully inclusive school where pupils and staff both have the maximum opportunity to develop their potential. This pervades the whole school ethos. There has been good progress since the last inspection.

49. The management of SEN is excellent and the management of the SERF is very good. The code of practice is fully met; these pupils are very well supported and are included fully in all learning activities in the school.

50. General administration is very good. Very good use is made of information technology to support all administration, providing clear, relevant and accurate information for staff, managers and governors.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	860,635	Balance from previous year	158,076
Total expenditure	855,706	Balance carried forward to the next	167,476
Expenditure per pupil	2,554		

51. Financial management is excellent. There are robust accounting systems which ensure that detailed information is available for managers and governors. The school actively seeks sources of additional funding and, when successful, uses the funding to further the aims of the school. The current financial data shows funds within the school's budget for the current building programme which mask the normally lower than average carry-forward of funds from one year to the next. All funding is targeted at achieving the aims of the school.

OTHER SPECIFIED FEATURES

Special Educational Needs Resource Facility (SERF)

Provision in the SERF is **very good**.

Main strengths and weaknesses

- Pupils make very good progress towards their individual education plan (IEP) targets for speech and language and communication, and they achieve very well in other subjects of the curriculum.
- Teaching and learning are very good, and are considerably enhanced by very good support from the speech and language therapist and very good teamwork among staff.
- Assessment is very good and is used very effectively to move pupils' learning forward through, for example, self-assessment.
- Pupils' attitudes, behaviour and personal development are very good.
- Very effective leadership and management have led to a very good ethos for learning and achievement, and excellent inclusion.
- There has been good improvement since the last inspection in assessment, inclusion, accommodation, subject planning and teamwork.

Commentary

52. The SERF caters for up to eight pupils in the Reception Year or in Years 1 or 2, with statements of SEN arising out of speech and language difficulties. The SERF is based in an attractive bright and airy classroom, which is a good improvement since the last inspection. There are currently five pupils on roll. When pupils reach Year 3 they transfer to their local schools. All pupils are making very good progress towards their individual targets in their IEPs, particularly in listening and attention, vocabulary development, receptive language and expressive language. Pupils equally achieve very well in lessons because staff expectations are high and staff make very

good use of resources to move pupils' learning on, with a major focus on developing speaking and listening.

53. Teaching and learning are consistently very good and this high quality has been maintained since the last inspection. It is considerably enhanced by the strong and highly effective teamwork of all staff, who work together seamlessly to move pupils' learning forward. Lesson plans are very well conceived and individualised for reception children and pupils in Years 1 and 2. They fully incorporate IEP information and ensure a very good match of tasks to individual learning needs. The speech and language therapist is very effectively included in planning and in the delivery of elements of some lessons, which promotes very good development of literacy and communication skills.

54. Assessment systems are very thorough and have improved significantly since the last inspection, with a much stronger focus on pupil involvement in their own assessments. Teachers and pupils use these very effectively to enhance learning. Pupils are involved in their ongoing monitoring of IEP targets during lessons. These are displayed on the classroom wall, as well as in their IEP reviews, where their views and opinions are included. Very detailed assessments are carried out on a pupil's admission to the SERF. These include the use of *PIVATS*, a nationally recognised system of assessment in very small steps. All staff carefully track pupils' attainment and achievements and this information is shared with the special educational needs co-ordinator (SENCO) and the inclusion team. IEPs are reviewed and updated half-termly and include the views of parents, carers and outside agencies. Statements of SEN are reviewed annually and fully comply with legal requirements.

55. Pupils grow in self-esteem and confidence, and their attitudes to learning and behaviour are very good, not only in the SERF base but also when they are included in mainstream lessons and other events throughout the school. They have very good relationships with their peers and with staff and are fully involved in playtime activities with other pupils. Pupils show initiative and often take responsibility for their own learning as staff provide very good opportunities to promote pupils' personal development in lessons. Pupils are expected to help tidy things away, to share and work together collaboratively and to take turns, considering the needs of others, which they do.

56. Very good leadership and management are facilitated by a strong and highly effective collegiate approach, which ensures consistency. All SERF staff meet on a weekly basis with the speech and language therapist to plan and evaluate provision. Teaching and learning are continually monitored through team teaching, and all staff are supported very effectively, with opportunities for specialist training. Staff visit other SERFs, and regularly attend county meetings for SERFS with the inclusion adviser. As a result, staff have created a very good ethos for learning and achievement, enshrined in high expectations and excellent inclusion opportunities for the pupils. All pupils, including children from Reception, are included in mainstream school lessons and activities at their own level of capability. This represents good improvement since the last inspection, when there were limited opportunities for inclusion. Very good support is provided by mainstream staff and teaching assistants to ensure this is successful. Pupils participate fully in assemblies, school visits, various productions and other school activities, such as lunchtime clubs.

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 is **very good**, enabling them to achieve very well. The children enter Nursery in the September of the year following their third birthday. At the time of the inspection there were 51 children on roll, nine of whom had SEN. Two children had a statement of SEN.

Main strengths and weaknesses

- Excellent provision in the Nursery ensures that children receive a flying start to their education.
- Achievement is very good because children are keen to learn and their needs are effectively met through an exciting, imaginative and enriching curriculum.
- Teaching is consistently very good and results in very good learning.
- Excellent induction arrangements in Nursery, together with very good links with parents, enable children to settle quickly and happily into this very happy, secure environment.
- Very comprehensive and analytical assessment procedures are organised precisely to give the school a very clear insight into children's progress.
- The provision for children with SEN is excellent.
- The classrooms, inside and outside, celebrate all areas of learning. They are bright and welcoming, stimulating and spacious. They are used well to support learning.
- Teaching assistants are well informed and are very effective in their role of supporting the learning of all children.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because of the very good teaching and high expectations set by staff.
- Every opportunity is taken to promote children's confidence and independence.
- Relationships are excellent with both adults and peers.
- Behaviour is very good at all times.

Commentary

57. Children enter school with well below average skills in this area of learning. Teaching is always very good and, as a result, all children make very good progress and achieve very well in their social development. All children are on course to achieve more than might be expected in their attitudes and behaviour, with a few children moving beyond the Early Learning Goals. (The goals set nationally for children's attainment at the end of their Reception year.) This reflects the emphasis the school places on developing the whole child. All the adults have established secure routines so that children feel safe and confident. Children in the Nursery are expected to clear up after themselves, which they do so very effectively. Children have many opportunities to work alone and in small groups. Staff use every opportunity to praise children, constantly reinforcing the excellent relationships and rewarding them. All staff have very high expectations of children's behaviour. Clear boundaries are established and the consistent role models set by the adults

ensure that children know clearly what is expected of them. Assessment and record keeping for this area of learning are excellent. Pupils with SEN receive the best in care. Most children have developed their independence in dressing and undressing, and are able to take care of their personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is very good because very good teaching and learning are focused on developing children's skills through an interesting, imaginative curriculum in classrooms which celebrate language.
- Children love listening to stories and enjoy handling books.
- Opportunities for children to begin to write sentences are not sufficiently catered for in Reception.

Commentary

58. Children enter Nursery with well below average skills in communication, language and literacy. Indications are that most children are on course to meet expectations in speaking and listening. Children, including those with SEN, have made very good progress as a result of the many opportunities they are given to talk and listen. They are taught very well in very small groups or on a one-to-one basis. Staff take every opportunity during activities to develop the children's vocabulary. They do this through very good questioning and continual chatting with the children, making them think and choose appropriate words to describe what they are doing. In the Nursery, children were building a 'beanstalk', using building blocks. While they were doing it they retold the story of Jack and the Beanstalk and, when planting their beans, they discussed the size, shape and what conditions were necessary for a bean to grow. The children's listening skills and their confidence in answering questions is developing well through the use of focused texts, structured activities and music lessons. Children enjoy books and have great fun sequencing activities which relate to a very wide range of stories. Some children are beginning to recognise the early words in the chosen reading scheme and a few are beginning to read the first books. In Nursery, children are encouraged to write. Their wishes around the *Wishing Well* are personal and help them make decisions for themselves. Most children have made very good progress in their writing, with very good progression from mark making and tracing over words to writing their first name. However, most children will still be working within the expected goals at the end of Reception, owing to the lack of opportunities to develop their writing skills further.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

Main strengths and weaknesses

- Every opportunity is taken to promote children's mathematical development through a very exciting curriculum.
- Children achieve very well because they are given many opportunities to develop mathematical skills across all areas of learning, inside and outside the classrooms.

Commentary

59. Children enter Nursery with mathematical development well below the level expected for their age. This area is taught very well, with a focus on first-hand practical activities. Staff take every opportunity to reinforce and extend children's mathematical skills and language. For example, children daily take an active role in practising mental strategies, counting and recognising numbers, in both Nursery and in Reception. There is very good provision for them to develop good language, for instance *more and less*, when adding and subtracting toys, and *big, little, larger and smaller* when comparing the different types of beans. Excellent practical activities in the role-play areas prepare the way for future learning. The analysis of the children's work in Reception shows that most children will be well on their way to achieving their learning goals by the end of the year, with a few children exceeding them because teachers' expectations are very high. Children with IEPs achieve well in lessons and towards their targets. Children learn from action and from seeing, and develop a strong sense of pattern. They learn to manipulate, to observe, and to notice. Teachers sustain children's interest very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well because of very good teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Visits and visitors into school, the use of computers, and the celebration of special events develop children's understanding well.

Commentary

60. When the children enter Nursery they have very few experiences to draw upon. Teaching and learning are very good and all children achieve very well. Most will be well on their way to achieve the expected levels. There is a very good variety of interesting activities planned to stimulate children's curiosity and enhance their understanding. Examples are exploring and observing plants and planting their own seeds, learning about the life cycle of a butterfly and frog, celebrating special events like Chinese New Year, and learning about their environment. Children in Nursery could not believe what was happening when the water seeped up the paper they had used in the jars as they planted their beans.

61. Most children will achieve the learning goals in ICT. These skills are well taught on a daily basis. Staff build up children's confidence in using tape and video recorders, the interactive white board and computers. As a result, children have positive attitudes and display equally good skills

PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

Main strengths and weaknesses

- Teachers plan very well for learning inside and outside the classroom.
- Children enjoy their physical education lessons.

Commentary

62. Most children are on course to achieve the early learning goals by the end of Reception. Teaching and learning are very good. The children are beginning to show a good awareness of space, of themselves and of others as they travel in a variety of ways in a gymnastics lesson. In an enjoyable dance lesson, children explored ways of moving their bodies, using expression in response to two different pieces of music. They safely use the wheeled vehicles and climbing equipment in the well-resourced, attractive, outside area. Teachers' high expectations and effective evaluation push up standards. There is excellent support for children with SEN. Children develop their manipulative skills well by handling scissors and brushes, and manipulate small and large construction equipment with increasing dexterity.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because they are taught very well and experience a wide range of creative activities.
- The imaginative play areas are very well resourced and are used well to encourage children's creative response. Children with SEN are fully integrated into all activities.

Commentary

63. This area of learning is particularly well planned. There are daily opportunities for children to develop creativity and so to raise their standards from the well below average skills they have when they enter Nursery. Children have access to a very good range of materials, with many opportunities to paint, draw and make models. Teaching is very good. In one very good lesson children independently chose the materials they needed to complete a sock puppet. In another they thoroughly enjoyed experiencing a wide range of textures, which successfully promoted talk and new vocabulary, such as *slippery and slimy*. Most children will achieve their learning goals by the end of the Reception year. Children in Nursery have a very good introduction to music appreciation. They handle instruments well and enjoy singing, and are able to match actions and maintain a steady beat to the music. There was great fun in moving to drums when the '*Music man*' came to school. Singing develops well in Reception. The displays of the children's work show how well adults value the children's efforts. The areas for imaginative role-play are very exciting. This strand is excellently organised in Nursery and Reception. Children with SEN are fully integrated in all activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are improving.
- Teaching is good.
- There is very good support for pupils with SEN.
- Handwriting and presentation are good.
- The pupils are given many opportunities to read, write and talk in all areas of the curriculum.
- Assessment and marking are not always sufficiently focused on informing pupils of what they need to do to improve.

Commentary

64. When compared to those of similar schools, standards in reading, writing and speaking and listening by the end of Year 2 are good and by the end of Year 6 are average. Many pupils enter Year 1 with below average language and literacy skills. The very good teaching and rich curriculum offered by the school enable the pupils to make very good progress by the end of Year 2. Progress is good in Years 3 to 6, and by the age of 11 the great majority of pupils have reached the nationally expected level.

65. All lessons contain good opportunities for pupils to speak in purposeful situations, frequently in pairs and at other times in larger groups. Progress in speaking and listening in the school is very good. By the end of Year 6 many pupils are confident speakers who are able to express their opinions, explain their thinking and listen respectfully to others. Pupils have very positive attitudes to books and reading in general. Standards in reading are well above average by the end of Year 2 and above average by the end of Year 6. Almost all pupils take books home on a very regular basis and are keen to talk about what they have been reading. Year 6 pupils are keen to discuss favourite authors, know how to use the library and have a passion for poetry. The great majority of pupils read at home and ensure that their home reading record is kept up to date. The quality of books offered to the pupils is good. The school system of class novels is very effective in introducing pupils to a range of authors and is appreciated by the pupils. In Years 1 and 2 pupils are systemically taught phonics and use these skills to help read unfamiliar words. The standard of handwriting and the way work is presented in books is better than that found in most other schools. The pupils take a pride in their work and try to do their best.

66. Overall, the teaching of English is good. No teaching of guided reading was observed during the inspection but teachers' records, planning and resources indicate that this is well integrated into the curriculum. Teachers have very high expectations of pupils' behaviour and, as a result, the pupils behave very well and develop good attitudes to the subject. 'Learning Partners', where pupils are asked to share what they know or think about a particular question, are widely used in lessons. All pupils take a full part in these activities, which are successful in providing very good opportunities for speaking and listening and make a good contribution to the standards achieved. Pupils are offered good role models by staff and are given interesting things to talk about. Key vocabulary is introduced to the pupils, but more could be done on occasions to provide this in written form in order to help remind the pupils of what is expected of them in the activity. Pupils are keen to write because the teachers give them good reasons to do so by planning interesting activities and ensuring that the work is well matched to the different abilities in the class. All teachers are very effective in sharing the learning objectives of each lesson with the class and in outlining what the pupils are to do in the lesson. This is very helpful to the pupils and promotes good learning. In a minority of lessons this strategy was developed further to include a clear explanation of how the pupils could assess the work for themselves by listing the features of the writing task they had been given. Where this happened the learning was very good, as it involved the pupils in assessing themselves against clear criteria. Teachers conscientiously mark the work produced by pupils and offer good comments as to why the pupils have been successful. However, there are relatively few examples of where the marking is clear in telling the pupils what they need to do to improve further.

67. The partnership between adults in the classroom is a strength and makes a significant impact on the quality of learning in lessons. The teaching assistants work very well with individuals and groups to ensure that pupils with SEN are fully included in the lessons. Their questioning skills are good and they encourage pupils to think for themselves. However, a consequence of the high staffing levels is that many pupils have constant access to adults and sometimes do not have to solve problems for themselves.

68. Leadership and management of the subject are good. The headteacher is currently acting as co-ordinator for English in the school. He has a clear vision for the subject and has successfully influenced the practice in classrooms. Lessons are monitored and teachers receive feedback. The teachers have access to good quality professional development and this has a positive impact on

the standard of teaching in the school. Assessment information is analysed and record keeping is consistent across the school. However, more needs to be done to use this information to ensure a closer match between teachers' assessment and the results of end of year tests. Furthermore, the information is not always used to identify what pupils should learn next.

69. The school has made good progress in English since the last inspection. The rich curriculum has been maintained and developed further through effective use of ICT to support the work in English. Standards have improved by the end of Year 2 and have remained above average at the end of Year 6.

Language and literacy across the curriculum

70. The opportunities provided for pupils to extend their skills in literacy across the curriculum are very good. The breadth and richness of the curriculum have a very positive impact on standards of literacy across the school. Teachers take every opportunity to integrate the development of reading, writing and speaking and listening into all lessons. Class books, educational visits, displays and performances all support the improvement in standards. The practice of recording all work in a 'learning book' is very effective in ensuring that above average standards are maintained in all other subjects in the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are good.
- Teaching of mathematics is good and teachers have good subject knowledge.
- There is good leadership and management of the subject.
- The resources for mathematics are very good.
- Assessment systems need to be more finely tuned to identifying exactly what pupils need to do to improve.

Commentary

71. Pupils achieve very well in mathematics by the end of Year 2. Standards at the end of Year 2 in 2004 were well above average. By the end of Year 6 in 2004, standards were below national averages, with a larger number of pupils with SEN than usually found. Over the last three years there has been a decline in standards achieved at the end of Year 6. The school has put a number of improvement strategies into place this year, including the use of additional teachers and extra classes for identified groups of pupils. This has been successful and the standards seen during the inspection were in line with national expectations in Year 6, and above the expectations in Years 3 to 5.

72. Overall, teaching is good, with some very good features. Teachers have a good command of the subject. They encourage and engage their pupils very well, and all pupils are given every opportunity to be successful. Pupils apply themselves very well to their learning and are very productive in lessons. Teaching assistants are deployed effectively to promote learning and the subject is very well resourced. Pupils collaborate well in their mathematics work.

73. The assessment of pupils' work is satisfactory but does not always identify precisely what pupils need to do in order to improve. There needs to be a consistent approach to setting targets in mathematics which also allows the pupils to assess their own progress.

74. Mathematics is led well by the joint co-ordinators. They have carried out a wide range of monitoring activities, including scrutinising teachers' planning and pupils' workbooks, along with lesson observations. This has been used to produce a good understanding of the effectiveness of the provision for the subject. This would be strengthened if it contained more focused evaluative statements about areas that require improvement.

75. The resources for mathematics teaching are very good. All pupils have access to, and use, a wide range of equipment to support their learning, and all lessons contain a range of practical activities. For example, pupils in Year 1 identify, describe and sort two- and three-dimensional shapes, use a variety of objects in counting, and use individual writing boards to produce responses to questions posed by teachers in the whole class phase of the daily mathematics lesson. In Years 3 to 6 teachers are starting to use the recently installed interactive whiteboards to project computer programs to the whole class. In a Year 4 lesson this was used very effectively to demonstrate to children the steps needed in a complex multiplication calculation.

76. At the time of the last inspection standards were judged to be good at the end of Year 2 and very good at the end of Year 6. Standards have improved at the end of Year 2 and, although standards are now only in line with national expectations at the end of Year 6, standards in Years 3 to 5 are above average. This, taken with the improvements in teaching and resources, indicates that good progress has been made in mathematics since the last inspection.

Mathematics across the curriculum

77. Planning identifies very clear and frequent opportunities for pupils to develop their mathematical skills in work in other subjects. Teachers are particularly vigilant to encourage and reinforce the correct use of mathematical vocabulary. For example, in a Year 2 geography lesson pupils produced simple graphs to communicate information about their locality and discussed their work, using appropriate mathematical language.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2.
- Standards are above average in Years 3 to 5.
- Although achievement is satisfactory by the end of Year 6 too few pupils attain the highest standards at the end of Year 6.
- Teaching is consistently good.
- Resources are very good and are used well.

Commentary

78. Pupils achieve well in Years 1 and 2, and by the end of Year 2 they are attaining standards which are above those found nationally. They show good observational skills when observing fruit seeds in Year 1 and can identify different seeds clearly. Their work is well presented and there is good use of scientific vocabulary.

79. By the end of Year 6 standards were below average in 2004, which represented satisfactory achievement in the juniors. Pupils currently in Year 6 are achieving average standards, although inspection evidence indicates that standards are rising in Years 3 to 5. Pupils demonstrate good investigative skills and co-operate well when carrying out practical tasks. For example, in a lesson on investigating air resistance in Year 3, pupils worked well in groups to discover that the speed at which a parachute falls is related to its surface area.

80. Overall, the quality of teaching is good. Teachers have good subject knowledge and plan effective lessons. Practical activities are well prepared and make good use of the high quality resources available. Teaching assistants provide very good support for pupils with SEN, giving them full access to practical activity. Lessons are mostly taught at a brisk pace and the work presented provides good challenge. Teachers mark pupils' work conscientiously and identify where they have been successful, but do not always indicate what pupils need to do to improve.

81. The subject is well managed, with co-ordinators monitoring science planning and teaching across the school. The monitoring of teaching is thorough, but whilst it identifies what is done well it does not always provide teachers with information on how to improve. The co-ordinators manage the subject budget well and have ensured that there is a full range of good quality resources for teaching and learning. These resources are well catalogued and stored ready for easy access.

82. Since the last inspection there has been an improvement in standards at the end of Year 2, and achievement remains at least satisfactory by the end of Year 6. A decline in standards at the end of Year 6 in the last three years is linked to increased numbers of pupils with SEN within year groups. The range and quality of resources has improved with the development of ICT resources such as data logging. Overall, progress since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- A wide range of opportunities is planned for using ICT across the curriculum.
- Resources for ICT are improving.
- The subject is led and managed well.
- Assessment systems need to be refined to record the performance of higher achieving pupils.

Commentary

83. No direct teaching of ICT was observed during the inspection. Examples of current and past work were evaluated, along with assessment and planning information. Several lessons in other subjects where ICT was used were observed. Discussions were held with the joint ICT subject leaders and with pupils.

84. Overall, inspection evidence shows that standards are in line with national expectations across the school. All classes follow a rolling programme of topics which ensures that they cover the full National Curriculum programme of study for ICT. Teachers assess pupils' progress regularly, using a series of 'can do' statements. This shows that the majority of pupils achieve the nationally expected standard and allows teachers to identify those pupils who are not yet at this level. Teachers can then plan to support them accordingly. However, process does not give any indication of whether pupils have performed above the expected level.

85. Resources for ICT have improved since the previous inspection. Each class has at least two networked computers available for pupils to use in the course of lessons, and a number of laptop computers are circulated to complement these. Eight classrooms have interactive whiteboards and there are plans to install more in other teaching areas. Teachers work hard to get maximum use of these limited resources through rotas and careful planning.

86. The joint subject co-ordinators provide good leadership and management. They have a strong vision for the subject and have rigorous plans to bring this into reality. They have undertaken a range of monitoring activities which has informed their development plan. Each year

group has an ICT Assessment File which contains pupil records along with illustrative examples of pupils' work. These useful documents could be strengthened if they also incorporated a way of recording the performance of higher achieving pupils.

87. At the time of the last inspection standards of achievement, resources and management were all judged to be at a similar level to the judgements made here. However, the school has made considerable progress in realising the potential of ICT to support the curriculum in general. Overall progress since the last inspection is satisfactory.

Information and communication technology across the curriculum

88. The school believes that ICT is a tool for learning, and many opportunities are planned for its use in a wide range of curriculum areas. The subject leaders have identified opportunities for ICT to enhance learning in the curriculum plans, and have recommended software to support this. For example, in a religious education lesson a presentation prepared by the teacher, using the interactive whiteboard, gave key information, with links to an internet resource, posed key questions and recorded pupils' responses. Data handling programs and spreadsheets are used in mathematics lessons, and data logging and sensing equipment are used in science. Pupils often have the opportunity to present their work by using word processing and desktop publishing programs in a range of subjects.

HUMANITIES

History and geography

Provision in history and geography is **good**.

Main strengths and weaknesses

- Teaching is good in both subjects.
- Pupils make good progress.
- ICT is used well to promote good learning.
- Leadership and management of the subjects are very good.
- Monitoring needs a sharper focus in order to clarify actions to be taken to bring about further improvement.

Commentary

89. Standards in history and geography in both the infant and junior phases are in line with national expectations. Pupils of all ages make good progress. When starting Year 1 many pupils have limited knowledge and experience of the wider world, and the work in history and geography is successful in developing this understanding. The curriculum is well planned and offers the pupils a very rich and interesting range of activities that successfully motivates them and promotes good learning. The school gives these subjects a high profile on the timetable and this has contributed to the good progress the pupils make.

90. Five lessons were observed during the inspection (three in history and two in geography). Work produced by the pupils was scrutinised and discussions took place with co-ordinators and pupils. Teaching in history and geography is good. Teachers are well prepared and use practical activities well to engage the pupils in the lessons. Teaching assistants have a very positive impact on learning and successfully promote the full inclusion of pupils with SEN.

91. Speaking and listening opportunities are a regular feature of the work in both subjects and ICT is used very well to promote research and enquiry skills. For example, in a lesson on the Egyptians in Year 5, pupils were using a CD ROM to investigate the mathematics and the logistical

difficulties associated with the building of the pyramids. In another lesson on Egypt the teacher used historical artefacts very well to promote pupils' ability to look closely, ask questions and make deductions about how people lived in the past.

92. In geography the pupils have regular access to maps, photographs and field trips to aid learning. For example, in a lesson in Years 5 and 6 pupils were undertaking a river study based on the Avon. Using maps and pictures, they were able to make clear deductions about land use and had developed a good knowledge of the stages in river development. In Years 1 and 2 the pupils look at the immediate environment round the school. They engage in work that helps them appreciate local amenities and ask questions about what is needed to improve the local area. In history, the study of toys and famous people is carried out and this enables the pupils to identify how things have changed over time. For example, when studying Florence Nightingale the teachers arranged for a visit from a local nurse to help the pupils identify what has changed since the time of Florence Nightingale and what has not.

93. Leadership and management in history and geography are very good. Both co-ordinators have a clear vision for their subjects. They regularly monitor teachers' planning, pupils' books and teaching, and provide feedback on what is going well, with some pointers for improvement. However, more needs to be done after monitoring activities to clarify what is needed to further improve the teaching and learning in their subjects. They successfully manage individual budgets and ensure that spending is well targeted to meet the needs of the curriculum. Professional development in history and geography is well targeted and has a clear impact on what happens in the school. Resources in both subjects are very well maintained and of a good quality.

94. Pupils enjoy history and geography and have very good attitudes to their learning. They behave very well in lessons, because they are given interesting things to do.

95. Improvement since the last inspection is good. The quality of teaching has improved and the school has continued to develop a rich curriculum, enhanced by good work with ICT and a wide programme of educational visits.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Achievement is good.
- Leadership and management are very good.
- Visits and visitors enhance the curriculum.
- Monitoring of teaching and learning needs to be sharply focused on clarifying actions to be taken for further improvement.

Commentary

96. Standards achieved by the end of Years 2 and 6 are in line with those expected in the locally Agreed Syllabus. Pupils make good progress throughout the school.

97. Four lessons were observed during the inspection. Insufficient evidence was collected to judge teaching in Years 1 and 2; teaching in Years 3 to 6 is very good.

98. In the lesson observed in Year 1 the teaching was good. The pupils were learning about ritual and prayer in the context of Islam. ICT and religious artefacts were used well in the lesson to give the pupils insight into how Muslims pray and why prayer is important. The pupils displayed very mature attitudes to this work and knew about the place of worship and the importance of religious texts.

99. The teaching in Years 3 to 6 was very good. Pupils in the Year 4 classes were learning about the Eucharist. During the lesson they made very good progress in their understanding of the importance of the Last Supper to Christians and the symbolism of the event. The work was well planned to allow pupils of all abilities to access the learning. A CD-ROM on world religions was used very well to develop pupils' knowledge of Christianity and to improve their research skills. Teachers and teaching assistants work well in partnership in the classrooms to ensure that all pupils are fully included. Pupils with SEN are very well catered for and make good progress

100. Visits to places of worship and visitors to the school to share in celebrations are a strong feature of the work of the school. They significantly enhance and extend pupils' learning. These events have a very positive impact on pupils' attitudes to religion and their understanding of it. For example, Year 6 pupils were very animated about the visit to school by a Sikh visitor. They had a very good understanding of many of the key features of Sikhism and an open and accepting attitude to differences in society.

101. Leadership and management of religious education are very good. The co-ordinator regularly monitors teachers' planning, pupils' work and teaching. She manages the budget well and ensures that resources are available to meet the needs of the curriculum. Feedback to colleagues properly celebrates the good work in the subject but needs further development to include more specific information relating to areas for improvement. Resources for religious education are well managed, attractively displayed and of good quality.

102. Assemblies make a very positive contribution to the quality of the religious education and the development of spirituality in the school. The ethos in the hall is frequently excellent and the subject matter of assemblies promotes understanding, reflection and wonder within the pupils. Pupils' attitudes throughout the school to religious education are very good. They are keen to find out about religion and behave very well in lessons.

103. The school fully complies with the requirements of the locally Agreed Syllabus and enhances this work through the programme of visits and the good development of literacy through the teaching of religious education.

104. The school has made good progress since the last inspection. Achievement remains good and the curriculum continues to provide pupils with rich and relevant experiences that enable them to develop very good attitudes to religion and a growing sense of spirituality in themselves and others.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Planning is good.
- Design and technology is well resourced.

Commentary

105. Only one lesson was seen and this was in Year 6. Inspectors looked at an extensive range of pupils' work and had discussions with pupils and the acting subject co-ordinator.

106. Standards are good across the school. By the end of Year 2 pupils have had the opportunity to work with a wide range of components and materials and can use this experience to come up with their own ideas and develop these into simple plans. They are able to employ a variety of techniques to assemble and join materials to produce models, and identify what they have done well along with things that they could improve.

107. By Year 6 pupils generate ideas through thorough research, using a variety of sources. They produce detailed plans and evaluate and amend these as they are working. Comprehensive and reflective evaluations are produced when work is completed.

108. The school has produced a detailed scheme of work, based on national guidelines, which covers the National Curriculum programme of study through a series of projects in a two year rolling programme. This also allows for continuity and progression in the development of pupils' skills and ideas related to design and technology.

109. The school is very well resourced for teaching design and technology, with a well organised central resource base. Each topic has a comprehensive project box which contains support materials, examples of commercially produced products related to the items to be developed by the pupils, and examples of work produced by previous pupils. These resources are used very well to support learning.

110. Every year group has access to construction kits suitable for pupils of their age and there is very good progression in their use.

111. There are examples of design and technology work on display in many classes and these include planning and work at different stages of completion.

112. The subject leader has recently left the school and a new one takes up the responsibility at the start of the next academic year. The headteacher has provided very effective leadership for the subject during this interregnum.

113. The standards seen at the last inspection have been maintained and progress has been satisfactory.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Art has a high profile in the school, resulting in very good quality work being produced and displayed.
- Achievement is very good and standards are well above national expectations by the end of Year 2 and Year 6.
- Very good teaching promotes very good learning, and pupils' skills develop very well.
- The subject is very well co-ordinated and the co-ordinator celebrates and values the work of all the pupils.

Commentary

114. Holland Moor School is committed to providing opportunities for all pupils to become 'little artists' in school. As a result, standards and achievement are well above average in all classes. It clearly deserves its 'Artsmark Gold'.

115. Pupils' observational skills and their ability to use a wide range of techniques are developed effectively from an early age. Drawings are detailed and often imaginative as pupils put their own interpretation on what they observe. When the ideas are translated into larger pieces of work, the

very good emphasis placed on the direct teaching of skills and techniques results in imaginative drawings, paintings, print and collage work in which techniques such as colour mixing and matching are executed well.

116. Overall, teaching is very good. Teachers ensure that pupils' skills in investigating and making include exploring and developing ideas, and evaluating and developing their work. These aspects of art and design are developed very well through pupils' individual and collaborative work in two and three dimensions, and on different scales. They use a range of materials and processes and, through very good opportunities, investigate the work of a wide range of artists. These include Arcimboldo, Modigliani, Lichtenstein, Salvador Dali, Henri Matisse, Picasso, Speltz, Joan Miro, and James Bartholomew. The curriculum is enhanced and enriched by experiences given by the staff, art clubs and the use of ICT for research. There are also visits and visitors, including the opportunity to work with very good artists-in-residence. Resources and accommodation are very good. The scheme of work contributes to the very good planning and delivery of art and design across the school.

117. The subject is very well co-ordinated. The co-ordinator values and celebrates all pupils' work. There is a good system for assessing and recording pupils' skills from one unit to the next. The co-ordinator oversees the standards achieved and the teachers' evaluations at the end of each unit of work and responds to the outcomes. Progress since the last inspection has been good.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is very good.
- Leadership and management are very good.
- There is a wide range of extra-curricular musical activities.

Commentary

118. Standards achieved by pupils are good across the school. There is a well planned scheme of work which ensures continuity and progression in the development of musical skills. There are many opportunities in music lessons for pupils to listen, compose, perform and evaluate.

119. Teaching and learning are very good. A specialist music teacher takes lessons in Years 5 and 6, undertakes some team teaching with teachers of Year 3 and 4 classes, and supports Years 1 and 2 teachers with their planning. This is very effective in producing a consistent approach to the subject across the school. Resources for music are good and there is an increasing use of technology through ICT programmes and keyboards.

120. The subject is led and managed very well by the recently appointed part-time subject leader. She has undertaken a thorough review of music within the school and produced a detailed action plan. Continuing professional development activities have been led for all staff by the subject leader, and there are plans for further work in partnership with other local schools.

121. Music enriches the life of the school in many ways. Singing features prominently in lessons and assemblies. Pupils sing enthusiastically, with a good sense of pitch and rhythm and clear diction. A large number of pupils attend the after-school choir.

122. There are many opportunities for pupils to listen to music. Each month a different style of music is chosen and is played in assemblies, in the entrance hall and in corridors, and it is also used in individual classes at key points in lessons. This gives children exposure to a wide range of musical styles, spanning many times and cultures, and also makes a very constructive contribution to the positive mood and atmosphere of the school.

123. This practice is enhanced by the increasing number of opportunities that pupils have to perform in school and other local venues, sometimes in partnership with pupils from other schools. Instrumental lessons are available on the flute and saxophone, and there are plans for all pupils from Reception upwards to have the opportunity to learn an instrument through the introduction of ocarina, recorder and keyboard lessons.

124. There has been good progress since the last inspection, with good standards being maintained and improvements evident in the standards of singing across the school and the use of music technology.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards in dance are above those found nationally for all year groups.
- Teaching is good.
- There are good opportunities for extra-curricular sport.
- Good use is made of the indoor and outdoor facilities.

Commentary

125. Standards by the end of Year 2 and Year 6 are average overall. Pupils in Year 2 are active and show developing body control when balancing in gymnastics. Pupils in Year 4 show average ball control skills when practising dribbling in hockey. Standards in dance are well above average. Pupils in Year 5 demonstrated good dance skills when practising their 'Bangra' dance. They remembered well a sequence of movements covering a period of five minutes, and maintained rhythm and timing. The pupils clearly gained great enjoyment from this activity. Pupils with SEN are very well supported and helped to take a full and active part in such dance activity.

126. Overall, teaching is good. Teachers teach lively lessons which fully engage pupils. Good attention is paid to 'warm-up' and 'cool-down' activities and all lessons give good attention to the health and safety of pupils. Teachers assess pupils' performance well and provide pupils with good feedback on how to improve. Teachers very effectively use pupil demonstrations to enhance the learning of all, and pupils very successfully assess each other's performance. Teaching assistants provide good support for pupils with SEN and others experiencing difficulty.

127. The management of the subject is good. The planned physical education programme covers all aspects of the National Curriculum, and pupils in Years 3 to 6 have access to swimming for a term each year. This is more time for swimming than is often found in other schools. Planning and teaching are monitored regularly, but such monitoring does not always indicate how teaching could improve. There has been satisfactory improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

128. Only one short lesson in this area was seen, so no overall judgements are made about provision. The school considers this to be a very important aspect of its work, as regular short sessions are included in all class timetables. Parents indicated that they considered it to be a strong feature of the school's work. The programme of lessons includes work on diet, health, sex, drugs and personal safety. Pupils develop an increasing awareness of the world around them. They gain in self-confidence and develop excellent relationships with adults and their peers. The school councils provide pupils with the opportunity to be involved in decisions about matters which affect them directly.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	4
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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