

# INSPECTION REPORT

## HOLTSPUR SCHOOL

Beaconsfield

LEA area: Buckinghamshire

Unique reference number: 110398

Headteacher: Mr A Broadway

Lead inspector: Paul Missin 19227

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2005

Inspection number: 267042

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	187
School address:	Cherry Tree Road Beaconsfield Buckinghamshire
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Appropriate authority:	The governing body Holtspur School
Name of chair of governors:	Mr R Sare
Date of previous inspection:	January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Holtspur School is a primary school for boys and girls having changed its status from a First and Middle School in 1998. The school is about the same size as most other schools. There are 26 more boys than girls in the school. At the time of the inspection, there were 27 children in the Foundation Stage; eight were attending full-time and 19 were part-time. The school has a Language Department for pupils with particular language and communication difficulties who have statements of educational need. There are currently six pupils in the Department. They are taught together in the Language Department but are integrated into their mainstream classes wherever possible. White British is the main ethnic group and the other most numerous groups are Mixed White and Black Caribbean and Asian. Five pupils who speak English as an additional language (EAL) are at an early stage of English language acquisition. There are 28 pupils on the school's special educational needs (SEN) register which is broadly average. Ten pupils have SEN statements. This is well above average. The main aspects of need are speech and communication difficulties, moderate learning difficulties and autism. The school received an Investors in People Award in 2004 and a Local Education Authority (LEA) award for outstanding pupil progress in 2003. The school has been oversubscribed for several years. When they first enter the school, most children are achieving standards that are below those expected for their age, especially in their language and communication skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Mathematics, information and communication technology, history, geography. English as an additional language.
9092	Ron Elam	Lay inspector	
18083	Judith Howell	Team inspector	English, music. Children in the Foundation Stage. Pupils' personal, social, health and citizenship education.
11769	Jim Bishop	Team inspector	Science, art and design, design and technology, religious education, physical education. Special educational needs.
2913	Sue Airey	Team inspector	Pupils in the Language Department.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Holtspur School is a very good and very effective school. It successfully combines a drive for the highest academic standards with a concern for the care and well being of all pupils and their families. The Headteacher's leadership and management of the school are very good and he is well supported by other senior staff. The very good teaching across the school and pupils' very positive attitudes to their work enable them to achieve very well and make very good progress in their learning. The effective work of the Language Department and its integration into the full life of the school, is an important factor in the school's success. Considering the context of the school and its income, the school provides good value for money.

The school's main strengths and weaknesses are:

- The Headteacher's leadership and management of the school are very good. He is very well organised and gives the school clear educational direction and purpose.
- The very good teaching and learning across the school enable pupils to achieve standards in English and mathematics that are well above average by the time they leave the school.
- The school provides a very rich and diverse musical experience for its pupils enabling pupils in Year 6 to reach standards that are well above average for their age.
- The work of the Language Department is very good and ensures that the needs of these pupils are fully met.
- The very good moral and social provision leads to very good relationships and very good pupil attitudes and encourages the development of a responsive and caring school community.
- The very good provision for pupils with special educational needs (SEN) enables them to make very good progress towards meeting their own learning targets.
- The very good links established with parents ensure that they are fully involved with the education partnership and impact very positively on the high standards pupils achieve.
- The school does not make sufficient reference to value for money in its documentation.

The school has made good overall improvement since the last inspection. It has responded successfully to the key issues from the last inspection and has been successful in introducing several changes to procedures for planning lessons, setting targets and monitoring the quality of teaching and learning. This has ensured that standards across the school, and particularly in Years 1 and 2 have been raised. Satisfactory improvement has been made in matching success indicators and costs in the school development plan. Important strengths in teaching and leadership and management have been maintained since the last inspection.

### STANDARDS ACHIEVED

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

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

**Achievement across the school is very good.** In the Foundation Stage, achievement is good. From a below average level when children enter the school, most make good progress to achieve average standards in all areas of learning, except in personal, social and emotional development and in creative development where standards are above average. From a well below average level in their communication, language and literacy skills, children make good progress but are still attaining below average levels by the end of the Reception Year. In Year 2, achievement is good and standards are above average in reading, writing, mathematics and music and average in other subjects where judgements could be made. In Year 6, achievement is very good and standards are

well above average in English, mathematics and music, above average in science and physical education (PE), and average in religious education (RE) and information and communication technology (ICT). This very good achievement is directly related to the quality of teaching and learning, especially in Years 5 and 6 and to the quality of leadership in several subjects.

**Pupils' personal qualities including their attitudes and interest in school life and the relationships in school are all very good.** Pupils' behaviour in and around the school is good. This means that pupils co-operate well with each other and are eager to learn. Their spiritual, moral, social and cultural development is good, but pupils are not made sufficiently aware of our own multicultural heritage. Attendance is very good and pupils' punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching and learning is very good.** Teaching is good in the Foundation Stage and in Years 1 and 2, and very good in Years 3 to 6. Strengths in teaching are the detailed lesson plans which teachers devise and the positive way that pupils are managed. Teachers consistently create stimulating learning environments in their classes where pupils are encouraged, are responsive and are keen to do well. Assessment procedures are good and data are used to set useful attainment targets in English, mathematics and science. The curriculum is very well planned to promote effective learning of basic literacy and numeracy skills but also of other aesthetic and personal skills. Curricular provision is enhanced very well by well planned enrichment activities. Care and welfare procedures are good. The school has developed a very good partnership with parents and good links with the local community. These support its work well and impact positively on the standards pupils achieve. The school's accommodation and learning resources are very good. Those for music are excellent.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The very good leadership and management by the Headteacher gives the school clear direction and results in a shared focus on high standards and the successful development of the wider school community. The school's inclusive ethos is very strong. The Headteacher is well supported by other senior staff who play an important role in the school's work. The leadership and management of the Language Department and provision for pupils with SEN are very good. Governance of the school is good. Governors have a good understanding of the school's strengths and areas for development and several use their individual interests and expertise well. The school's finances are managed well but aspects of seeking value for money are underdeveloped. Governors fully meet their statutory duties.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Both parents and pupils have positive views of the school. All parents think that their children are making good progress in their learning and that teaching is good. Most pupils like coming to school and are confident that there is an adult they can go to if they feel distressed.

## **IMPROVEMENT NEEDED**

There are no significant additional areas for development at this very good school, but the school should ensure that clearer reference is made to cost effectiveness and value for money in its documentation.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, achievement is very good. Achievement is good in the Foundation Stage and in Years 1 and 2 and very good in Years 3 to 6. Children attain standards in the Foundation Stage that are in line with those expected for their age. Standards are above average in Year 2 and well above average in Year 6.

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

- The very high standards that pupils attain in English and mathematics by the time they leave the school is the result of the very effective teaching they receive particularly in Years 5 and 6.
- Music is a high priority in the school and the very good teaching, challenging curriculum and the wide range of resources explain why standards here are well above average by the time pupils leave the school.
- By Year 6, standards in science and PE are also above average.
- The very good provision for pupils in the Language Department enables the needs of these pupils to be met very well.
- Pupils with SEN achieve very well and make very good progress towards their own learning targets.

#### **Commentary**

1. Several factors relating to the characteristics and context of this school are important in understanding the analysis of comparative national test data. The school is in a LEA which does not provide school meals. This impacts on the reliability of the similar schools free school meals comparison. The number of pupils in the Language Department and the fact that they all have significant learning difficulties and SEN statements limit the school's capacity to meet and exceed national attainment averages. This problem is exacerbated by the relatively small size of each year group in the school and that the distribution of pupils with SEN statements is uneven across different year groups. Mobility in the school is high. This is partly the result of local demographic factors and partly the result of the movement of pupils within the Language Department. There are no significant differences in the attainment of boys and girls but all the pupils in the Language Department are boys and this impacts on the analysis of attainment by gender.
2. Children in the Foundation Stage attain average standards overall. This is similar to the judgement made at the last inspection. Standards are above average in personal, social and emotional development and in creative development, average in mathematical development and knowledge and understanding of the world and below average in communication, language and literacy. There was insufficient evidence for a judgement to be made in children's physical development. Achievement in the Foundation Stage is good. From a generally below average level when they enter the school, most make good progress to achieve average standards by the end of the Reception year. Achievement in personal, social and emotional development and creative development is very good. The good and very good progress is explained by the strong teaching and the effective co-operation between the class teacher and her assistant.

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

Standards in:	School results	National results
reading	15.1 (16.4)	15.8 (15.7)
writing	13.5 (15.5)	14.6 (14.6)
mathematics	17.1 (17.7)	16.2 (16.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

3. Trends in the results of the national tests and teacher assessments for seven-year-olds show that there has been significant variation in standards attained. There were rises in 2001 and 2003 but dips in 2002 and 2004. In 2004, standards compared with all schools were above average in mathematics, below average in reading and well below average in writing. Compared with similar schools, standards were average in mathematics and well below average in reading and writing.
4. The findings of this inspection are that standards in the current Year 2 are above average in reading, writing and mathematics and average in science. Standards are above average in music and average in ICT, RE and PE. There was insufficient evidence for judgements to be made in other taught subjects. Where comparisons with the judgements of the last inspection can be made, standards have improved significantly in mathematics and have risen in English, science and music. They have remained the same in other subjects. Standards have improved in key areas because of improvements in the quality of teaching and the impact this has on the quality of pupils' learning. Standards currently are higher than those in 2004.

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

Standards in:	School results	National results
English	27.9 (26.6)	26.9 (26.8)
mathematics	27.2 (27.8)	27.0 (26.8)
science	28.1 (28.9)	28.6 (28.6)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

5. Trends in the national tests for eleven-year-olds also show some significant variations between different years. In 2004, when compared with all schools, standards were above average in English, average in mathematics and below average in science. When compared with similar schools based on pupils who performed similarly in Year 2, standards were above average in English, average in mathematics and below average in science.
6. The findings of this inspection are that the current Year 6 are attaining standards that are well above average in English, mathematics and music, above average in science and PE and average in ICT and RE. Since the last inspection, standards have improved in English and mathematics and have remained the same in all other subjects except for ICT where they have fallen. Standards are lower in ICT because of changes in national expectations and the introduction of new technology has not had time to impact on raising standards. Across all tested subjects, standards have improved significantly since 2004.
7. Standards and achievement are high in this school because of the quality of curriculum provision and the impact of teaching and learning which are regularly assessed and monitored. The school ensures well that standards in basic literacy and numeracy skills are high but is also concerned that pupils achieve well in the wider curriculum. In particular, high emphasis is placed both on sporting achievements and music and other performing arts. The inspection findings confirm parents' positive views of the school. Parents at their meeting were pleased with the standards pupils reach and all who responded to the pre-inspection questionnaire thought that pupils were making good progress.
8. Most of the pupils who speak English as an additional language have sufficient understanding of English to enable them to have full access to the National Curriculum. These pupils reach similar standards to their peers. None of the pupils who are at an early stage of English language acquisition receive specialist language support but the school receives advice to help them assess individual need. Pupils are then given good levels of support in class by class teachers and learning support assistants and some have individual learning plans where this is appropriate.
9. Pupils who have SEN make very good progress towards the targets set for them. The targets set in their individual education plans are relevant and appropriate to their needs. The pupils achieve very well, largely due to the quality of care and support provided by the adults who work with them.



10. Pupils who attend the Language Department make very good progress towards the targets set for them and achieve very well. This is because the targets in their individual learning plans are detailed, specific to their needs and achievable. These pupils also make very good progress in mainstream lessons. The care and support offered by the staff in the department further this very good progress and raise pupils' self-esteem.
11. Overall, pupils make very good progress as they move through the school. Most children are attaining standards which are below those expected for their age when they enter the school. Standards in early writing skills and aspects of children's personal and social development are particularly low. Most children make good progress and achieve well in the Foundation Stage and attain broadly average standards when they enter Year 1. This good progress is maintained and enables most pupils to reach above average standards at the end of Year 2. Good progress is continued, and accelerated particularly in Years 5 and 6 to enable pupils to reach well above average standards by the time they leave the school. The school meets the needs of all pupils very well. Pupils in the Language Department are integrated well into the mainstream school and make important gains in their progress through the National Curriculum. The needs of pupils with SEN are met very well. Higher attaining pupils are very well challenged through extension work that is carefully planned by the class teacher and through the provision of separate teaching in literacy, numeracy and music.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to work are very good. Their behaviour is good, as is their spiritual, moral, social and cultural development. Attendance is very good.

### **Main strengths and weaknesses**

- Pupils like school and are keen to do well. They behave well in lessons and get on very well with others.
- Pupils respond well to the good opportunities for their personal development.
- Pupils in the Language Department have very good attitudes to their work.
- The attendance level is well above that of many other schools around the country.

### **Commentary**

12. As at the time of the last inspection, pupils throughout the school have positive attitudes to learning. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of teachers' high expectations and the willingness of almost all pupils to learn. Pupils respond particularly well and maintain a high level of interest when set challenging tasks. These provide opportunities for pupils of all levels of ability to achieve well. Very occasionally, there is some restlessness in lessons when teaching fails to engage pupils sufficiently or when introductions to lessons are too long.
13. High standards of behaviour have been maintained well since the last inspection. Staff have consistently high expectations of behaviour in lessons. The systems of rewards and the involvement of pupils in making class rules result in pupils knowing right from wrong and in almost all showing consideration for others. Nevertheless, pupils report that the occasional disagreements which are dealt with well by the staff though, occasionally, they may re-occur. Few parents have any concerns. The vast majority of parents see pupils as behaving well, being mature and having good social skills. No pupils were excluded in the past year.
14. From the time they start school, children are given opportunities to become independent and they willingly take on a range of responsibilities appropriate to their age. Pupils grow in confidence and develop good levels of maturity by the time they leave the school. For example, pupils in Year 6 willingly take on tasks around the school, such as jobs in assembly and writing stories to read to the younger pupils. Pupils take their responsibilities of living in a community seriously. Discussions in the school council have led to improvements to the school environment.

15. The opportunities provided by the school successfully enhance the pupils' social and moral development. Relationships are very good and pupils work very well together in groups and paired discussions. Pupils from different cultural backgrounds mix well with each other. Assemblies and RE lessons play a significant part in developing pupils' spiritual awareness. Teachers plan their lessons to include some reflection, though that is usually in the form of pupils assessing what they have learned.
16. Pupils develop a good awareness of British and Western cultural heritage through work in subjects such as music, history and geography and through educational visits. However, multicultural education remains a relative weakness. Pupils learn about different faiths in RE and about people living in other countries, through support for charities and work in geography. However, the impact of the school's work in promoting pupils' appreciation of the wide range of cultural traditions in our own British multicultural society is not sufficiently strong.
17. Pupils who are supported by the Language Department behave very well and work very hard both individually and together. Their work is often quite intensive as they focus on learning new skills and learn to take responsibility in managing their own individual needs. They evidently enjoy their work, have a very good attitude and are flexible in their abilities to manage specialist work and main class work. They all feel very much a part of the whole school community.

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

Authorised absence		Unauthorised absence	
School data	3.7	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.*

18. The school has maintained the high level of attendance recorded at the time of the last inspection. The school regularly reminds parents of the importance of good attendance and rewards those pupils with no absences. Nevertheless, some parents insist on taking their children out of school for holidays during term time despite the efforts of the school to explain the adverse effect that this has on their children's education. Punctuality is good with only two or three pupils late some mornings usually by only a few minutes.

**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	149	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – Caribbean	3	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	2	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

The quality of education provided by the school is very good. Important strengths are in the quality of the teaching across the school which impacts on pupils' capacity and willingness to learn and make progress. Assessment procedures are good. The curriculum is very well planned to meet the needs of pupils of all abilities and is enhanced and enriched very well. Overall, care and welfare provision is good and the school builds a very good partnership with its parents and involves them very well in the school's work.

### Teaching and learning

The overall quality of teaching and learning is very good. Assessment procedures are good.

### Main strengths and weaknesses

- Teaching and learning are good in the Foundation Stage and in Years 1 and 2 and very good in Years 3 to 6.
- The teaching of pupils in the Language Department and for those with SEN is very good.
- Teachers' lesson planning is very full and ensures a clear focus on the quality of pupils' learning.
- Teachers consistently create effective learning environments in their classrooms by the consistent way that pupils are encouraged and challenged. This impacts very positively on pupils' motivation and their commitment to their learning.
- Weakness in assessment procedures identified at the last inspection have been addressed well and now the use of assessment data is helping to promote the high standards that pupils reach.

### Commentary

#### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (25%)	21 (51%)	9 (22%)	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.*

19. Teaching and learning are very good across the school. This is an improvement since the last inspection when teaching was judged to have been good. Since the last inspection, the very small proportion of unsatisfactory teaching has been eliminated. There are strengths in teaching across all areas of the school, but teaching is strongest in Years 5 and 6. This impacts very well on the quality and rate of pupils' learning. The specialist teaching of music and that provided for more able pupils add significantly to curricular opportunities and to the overall quality of teaching across the school. Strengths in teaching confirm both parents' and pupils' positive views.
20. Teaching and learning in the Foundation Stage are good with some very good features. The Reception teacher plans a wide range of exciting activities, which provide opportunities for children to work and play both collaboratively and independently. The teamwork between teachers and assistants is very effective and ensures that each day's activities are well organised and run smoothly. All adults working with the children are particularly adept at encouraging them and engaging them in learning. As a result, children acquire new skills, knowledge and understanding at a good rate and develop their capacity for concentration.
21. In Years 1 and 2, teaching and learning are good in English, mathematics, science and music and satisfactory in ICT, RE and PE. In Years 3 to 6, teaching and learning are very good in English, mathematics and music, good in science and PE and satisfactory in ICT and RE. There was insufficient evidence in geography, history art and design and design and technology for overall judgements to be made. Strengths in English are that teachers have high expectations of the amount and quality of pupils' work and they have a clear understanding of the next steps in all

pupils' learning. In mathematics, teachers' lesson format consistently follows that recommended in the national Numeracy Strategy and very good opportunities are provided for pupils to discuss their work and explain the strategies they are using. In music, class teachers have good subject knowledge and are confident and proficient in this subject. The curriculum is wide and challenging and good opportunities are provided by specialist teaching and instrumental tuition.

22. Strengths in teaching across the school are in the careful planning and the positive way that pupils are managed. Teachers' lesson planning is very good. Lesson plans show clearly the learning intended in the lesson and the activities which are devised to meet the needs of the different abilities in each class. Plans also make reference to key vocabulary, support provided by the teaching assistants and opportunities for learning at home. Teachers make consistent reference to the learning objectives at the beginning, during and in the summing up at the end of lessons. This ensures that all pupils know what is expected of them and improves their learning. Teachers encourage pupils' interest and motivation through the warm but firm manner they adopt and by the interesting activities which they organise. Learning support assistants are used very well and their work impacts positively on the standards pupils achieve. Good use is made of the interactive whiteboards in several of the classrooms to enliven teachers' presentations.
23. A mathematics lesson to pupils in Year 5 illustrated several other features of very good, effective teaching. The teacher had prepared for the lesson very well with a clear and detailed lesson plan and a range of challenging resources and activities. The lesson was introduced very effectively to the whole class and pupils' mental agility was developed well as they answered quick fire questions about the change required from different amounts of money. The introduction was taught at a brisk pace and the following activities were explained clearly. The group activities matched pupils' different abilities very well. A higher attaining group worked very successfully with a specialist teacher and was challenged very well to work out conversion tables for currency and measures. A less able group was helped very well by a teaching assistant to take part in a practical shopping activity. The other groups worked on different aspects of money. The lesson finished with a useful summing up which checked on the learning of each of the groups.
24. The quality of teaching and learning for pupils in the Language Department is very good. Pupils are encouraged to become independent learners, to socialise and communicate with their peers and are given work that is challenging yet appropriate for their needs and levels of attainment. They receive very good support from a specialist teacher and assistant, who work well together as a team. Good strategies are used to gain and keep pupils' attention and there is also good dialogue between the specialist teacher and class teachers to ensure continued support. Very good assessment procedures are used to ensure on-going and appropriate planning of lessons and target setting.
25. The quality of teaching for pupils with SEN is very good. Most pupils make good progress because they receive work and activities that are both appropriate to their needs and their levels of attainment. They also progress very well because the school identifies them sufficiently early, and then, where appropriate, this leads to additional support from specialist staff supplied by outside agencies. Pupils are taught either in their classrooms or sometimes withdrawn for specialist teaching. This arrangement works effectively due to the high levels of co-operation and planning between the SENCO, Learning Support Assistants and class teachers. Pupils are provided with resources that have been specially selected, adapted or modified to enhance learning. They also receive very good support from all teachers and teaching assistants, who consistently adopt positive attitudes towards their pupils and their needs. This promotes both the pupils' self-esteem and their ability to succeed at work.
26. Assessment procedures are now good. This is an improvement since the last inspection and the weaknesses in this area which were identified in the key issue have been addressed well. Assessment procedures are now an important part of all teachers' regular classroom practice. Assessment data are collected during the year following an agreed timetable and are made up of a combination of results from standardised tests, national tests and assessments made of progress in each unit of taught work. Data are maintained in well-organised teachers' folders. Assessments and clear records are kept charting the progress that pupils are making through the elements of the

National Curriculum. Data are used well. Useful achievement targets are set for reading, writing, mathematics and science. This is helping to raise standards as teachers set challenging targets for pupils' learning and monitor their achievement. Data are also used well to ensure that the needs of pupils of all abilities in the class are met.

## **The curriculum**

Overall, the curriculum provided is very good and meets all statutory requirements. The school makes very good provision for enriching the pupils' learning. It also has very good and well-resourced accommodation.

## **Main strengths and weaknesses**

- The school provides a broad and balanced curriculum and it ensures equality of access and opportunity for all its pupils.
- The school gives the enrichment of the curriculum a high priority.
- The school has established particularly effective provision for English, mathematics, music and SEN.
- Specialist provision for pupils supported by the Language Department enables very good progress and achievement
- The pupils' learning is enhanced very well through the range of educational visits and visitors, and the wide variety of lunchtime and after-school activities it provides.
- The curriculum benefits greatly from the very good accommodation available at the school.
- The level of resourcing in music is excellent.

## **Commentary**

27. Appropriate time allocations are provided for each subject and these fully reflect the requirements of the National Curriculum. All pupils are able to access and participate in the extensive range of curricular opportunities the school provides. The effectiveness of the school's curricular provision is kept under review and the school takes due account of all new developments.
28. The school takes particular pride and attaches much importance to providing a rich and creative approach to its curriculum. For example, it has established a highly effective provision for music, which is taught in such a way as to offer the pupils a broad experience and understanding of the performing arts. This aspect of the curriculum is further enhanced by the school's focus on opportunities for drama and dance. For example, in order to promote learning in science about the growth of plants, the Reception Class was able to enjoy a Jack and the Beanstalk puppet show. Additionally, the school provides successful performances for parents and the community to enjoy. These include the older pupils' production of 'Blast Off' and the younger pupils' Christmas performance of 'Sparkle'. The school's curriculum for English and mathematics is particularly effective because it readily caters for the interests, aptitudes and needs of all its pupils in these core subjects. The teaching and organisation of these subjects successfully motivate the pupils to learn, and promote high achievement. Basic skills provision is very good. The use of specialist teachers in music and for more able pupils in literacy and numeracy helps to raise standards and meets the needs of pupils very well. The senior management team carries out the management, monitoring and evaluation of the curriculum. This team has also ensured that weaknesses revealed in the school's previous inspection have been fully addressed and resolved.
29. The provision for pupils having SEN is very good. They are given work that is pitched at appropriate levels for their development and they receive especially good support from teachers and assistants. Pupils are fully included in all aspects of school life and no significant differences were observed in the provision for different groups of pupils.
30. Curriculum provision for pupils in the Language Department is very good. All pupils receive focused support to develop appropriate language, social and emotional skills to enable them to

make very good progress in their learning. Weekly group activities are planned to support class topics. In addition, care is taken that when pupils are in mainstream classes they are encouraged to take a full part in all activities. Pupils play an active part in extra-curricular activities, which helps to enrich their experiences.

31. The curriculum is particularly well supported by the variety of visitors to the school and the very good arrangements for relevant and stimulating external visits by the pupils. For example, the performing arts receive further promotion by visitors such as the Lanternfish Theatre Group and Serge the Musician playing a variety of Russian music and instruments. All classes undertake off-site visits. For example, Years 5 and 6 take part in a Ventures Week in the Swansea Valley. The curriculum is further enhanced by the school providing a wide variety of extracurricular activities. These have been fully planned to help pupils see and experience connections across subjects and between learning in school and outside it. The involvement of coaches from the London Wasps Rugby Club and from Wycombe Wanderers Football Club is a good example of the school's provision. Clubs are very well attended and have a positive impact on the personal development of those who attend them. Conversations with pupils showed that they value and enjoy their clubs and activities.
32. The school building and its extensive outdoor areas offer very good facilities for teaching the curriculum. Classrooms and adjacent work areas are of an appropriate size to enable pupils to have space for a range of methods for learning, although in some classrooms, centrally placed heating columns can interfere with some activities. However, the school has plans for their removal in the near future. The school has considerable additional space and facilities for the teaching of subjects such as art and PE. There is a well-equipped computer suite as well as computer stations in the shared areas adjacent to several classrooms. Resources are very well suited to the demands of the curriculum and provide interesting experiences for the pupils. The resources for music are exceptional.

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

The arrangements for pupils' care, welfare, health and safety are good overall. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is very good.

### **Main strengths and weaknesses**

- The pupils trust the adults in school and know there is always someone to whom they can turn.
- There are very good levels of care and guidance for pupils supported by the Language Department.
- The monitoring of pupils' personal and academic progress enhances their development.
- Pupils have a variety of opportunities to influence what the school provides.
- Pupils starting at the school are helped to settle in well.

### **Commentary**

33. As at the last inspection, staff know pupils well, are very caring and show good concern for pupils' personal and academic needs. Staff are approachable and provide good examples that help pupils to form positive relationships. Parents are pleased with the level of personal support for their children. In particular, parents agree that children are well supported when they first come into the school. New pupils are allocated a 'Buddy' who helps them settle in. Pupils confirmed that they make the effort to welcome new classmates enabling them to make friends quickly.
34. The school and class councils are effective in enabling pupils to influence what happens in the school. Representatives from each class meet most weeks to discuss ideas brought to their attention by other pupils. Pupils' suggestions are acted upon, such as the introduction of the adventure playground and friendship bench. Pupils also have effective means of seeking help. They agreed that they were confident in seeking support from an adult. But, if necessary, they can

also initially use the councillors to help with individual problems.

35. Overall, attention to health and safety is good. A teacher regularly tours the school to identify any hazards. Teachers follow the relevant guidance for lessons, such as in science, design and technology and physical education. The governors are properly involved in overseeing the school's arrangements for ensuring safety. The school has risk assessments for visits out. The school's arrangements are externally audited each year. The inspectors raised two health and safety matters with the Headteacher and governors. The school satisfactorily follows the local procedures for child protection and many staff have received guidance on how to deal with any concerns that may arise. The school is arranging training to ensure that all staff in the school understand what to do. The arrangements for first aid are good with several trained staff, records kept of treatment, and parents contacted if their children bump their heads.
36. The procedures for advising and guiding pupils on their academic achievement are enhanced by the good system in place for monitoring progress especially in English and mathematics. Targets are set to help pupils to improve and these are discussed with parents. There is some variation in the quality of marking but, in the main, it enables pupils to understand what they need to do to improve. There is no structured approach to recording pupils' personal qualities and attitudes to work though the pupils are guided well in setting their own personal targets. In addition, the school successfully uses various rewards to encourage self-discipline and to raise self-esteem.
37. Pupils with speech and language difficulties in the Language Department receive very good levels of care, support and guidance. Good induction procedures are in place, and a variety of assessment procedures are used. Pupils' progress is monitored carefully as they move through the school, and they receive good advice about the next stage of their education. The department also works hard to take pupils' views into account and to develop pupils' self-confidence to assist their preparation towards an independent adult life.

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

Links with parents are very good overall. Links with the local community and other schools are good.

### **Main strengths and weaknesses**

- Communication with parents of pupils with language and communication difficulties is very good.
- Parents give very good support to the school and contribute very well to children's learning at home and at school.
- The school provides parents with a good range of information about school life and the progress their children make.
- The involvement of a range of organisations and people in the community extends pupils' experiences well.

### **Commentary**

38. Parents of all the pupils who have speech and language difficulties in the Language Department have very good links with the school. Together with teaching staff and educational assistants, parents support the assessment and target setting process very well. The level of liaison is very good and parents are involved before, during and after the statutory review process and target setting. The Department seeks parents' views through regular contact and their views are taken into account to make the best decisions for the pupils. The Department also works closely with the LEA and other agencies such as educational psychologists. The Department has very good working links with designated secondary schools and procedures to ensure smooth transition to the next stage of education. Teachers from the secondary school visit the Language Department in order to get to know the children before they start at their new school.

39. Parents receive regular news and other letters about general matters and a diary of future events. They also receive useful reminders such as about the importance of regular attendance and good punctuality. The prospectus is informative and provides much helpful information particularly for parents of pupils new to the school. A school website also gives helpful general information to parents. At the start of term, the school usefully sends home an outline of what is to be taught in each class. Parents are pleased with the formal meetings in the autumn and spring terms with the class teachers and the informative annual reports on pupils' progress in the summer term.
40. Several parents help regularly in school and more accompany trips out. Their support in the classroom enhances the work of the school; they hear readers and help with class work and in the library. Pupils confirm that their parents either help with homework or at least ensure that they complete it. Through sharing books with their children, parents contribute to the good start that children have in reading in the Reception Year and their progress in reading in later years. The parent teacher association works hard to organise successfully both fund raising and social events. The responses to the questionnaires completed by parents every two years are discussed by the governors and help them to plan what the school should be offering.
41. Links with the community and other schools make a good contribution to pupils' academic and personal development. Pupils' sporting skills are enhanced by the coaches for football, rugby and cricket and by matches with other schools. There are good links with the local church, which is used for major Christian festivals and the vicar takes school assembly regularly. Pupils' understanding of society is enhanced by contact with staff from public bodies such as the police and fire brigade and with the choir entertaining senior citizens. Contacts with secondary schools help to ensure the smooth transfer of pupils at the end of Year 6. In addition, the local high school uses its particular expertise to help more able pupils in Year 6. Staff from several local schools meet together to share issues and good practice. This also benefits the pupils.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The Headteacher's contribution is very good. He is well supported by the Deputy Headteacher and other senior staff. Governance of the school is good.

### **Main strengths and weaknesses**

- The Headteacher is well organised and efficient and ensures well that his vision for the school is shared and effectively implemented.
- The Deputy Headteacher and other senior teachers provide good support and help to ensure that the school's work is effectively monitored.
- Morale in the whole staff team is good and all staff are well informed and involved well in the school's work.
- The leadership and management of the language and communication dept are very good.
- Performance Management procedures are very well organised.
- Governance of the school is good but procedures to evaluate the overall effectiveness of the school are too informal.
- The finances of the school are managed well, but there is insufficient reference to the principles of best value and value for money in spending decisions.

### **Commentary**

42. The Headteacher leads the school very well. He is experienced and provides continuity in the school's work. He has a very clear vision for the school's continuing development. This vision includes a determination to achieve as high standards as possible in all aspects of the school's work, promotion of the needs of the pupils in the Language Unit and their full integration into the life of the school and a concern for the care and well being of pupils and their families. Important strengths in leadership have been maintained and developed further since the last inspection and



a very large proportion of the parents in their pre-inspection questionnaire agreed that the school was well led. The Headteacher leads well by example. He takes a prominent part in the work of the very successful music department and he has a high profile in and around the school. He is very well organised and this ensures that all staff understand their roles and that the school's expectations are shared very effectively by the whole staff team. Staff are well informed, highly motivated and committed to the school's continued development.

43. Management of the school is also very good. The school improvement plan, which is appropriately focused on continuing to raise standards, is clearly at the heart of the school's work. The processes by which the plan is devised are secure and all people involved in the school's work have opportunity of contributing to it. The plan is given a useful wider perspective by the helpful preface provided by the school's vision statement. Improvements have been made in school development planning since the last inspection, although a minor shortcoming is that reference to the principles of best value are not explicit in school documentation or in the detail of the school improvement plan. This makes it more difficult for the school to assess whether value for money in spending is being achieved. This was also noted as a shortcoming at the last inspection. Performance Management procedures are very well organised and the way in which individual teachers' objectives are related both to academic targets and also to the wider development of their subject responsibilities, ensures a coherence in the whole school development process. The Deputy Headteacher and the other senior teachers support the school's work well. The Senior Management Team is effective in ensuring that the quality of teaching and learning and the effectiveness of the school's work are kept under constant and rigorous review.
44. Governance of the school is good. Through the work of the well organised committees and the work of the main committee, governors have a clear view of the working of the school. The Headteacher's reports to the governing body are very detailed and provide governors with very good information about the school's work. This is supplemented by a process of visiting governors who make regular reports back to the governing body. Several governors attend training courses and report subsequently to the governing body. A relative weakness is that although the progress made in the school improvement plan is discussed and monitored, the evaluation of the school's work is not always reported or recorded in sufficient detail.
45. The leadership and management of provision for pupils with SEN are very good. The Special Educational Needs Co-ordinator (SENCo) is knowledgeable and well organised. She carries out a useful analysis of performance data and procedures for assessing the progress of pupils who have SEN are particularly effective. This enables pupils to make accelerated progress and this occasionally means that the pupils no longer require extra support in their learning. She has also established a whole-school approach where there is consistency of provision for all pupils with SEN.
46. The Foundation Stage co-ordinator provides good leadership for the department. She has a good understanding of how young children learn, which is evident from the good quality of education provided in the Reception class. She provides effective support and guidance for all staff, and clear direction for the continuing development of the provision.
47. The Headteacher, teacher-in-charge of the department and the current team, work closely together to create the very good provision for pupils in the Language Department. Policies and procedures are in place and the teacher-in-charge leads a dedicated team including a speech and language therapist and a language support assistant who are committed to their pupils and provide clearly focused and appropriate work. She also works closely with teaching staff and supports the planning and provision for pupils with speech and language and other difficulties in mainstream to ensure their needs are met. This makes a significant contribution to the pupils' achievements. Along with the Headteacher she has a clear sense of purpose and has high aspirations for the provision and pupils in the Department. She has provided continued emphasis on the whole school ethos of promoting an inclusive environment.
48. The management of the school's finances is good. The separated funding for pupils in the Language Department and those in the mainstream school is managed well. Finances are used

well to provide very good learning resources for pupils and to ensure that they have a wide, interesting and challenging curriculum. In this, the school is very successful. The funds allocated for specific areas of the school's work, such as the Language Department, SEN provision and the support provided for music and more able pupils are used very well. These impact very positively on the high standards that pupils achieve. The procedures for devising the annual budget and for monitoring the progress through it are secure. The governors' finance committee is particularly well led and governors, therefore, have a very clear view of the school's spending patterns. The deficit situation in the previous financial year was caused by the late allocation of expected resources and unexpectedly heavy spending on maternity cover and recruitment expenses. The school fully intends to work to a balanced budget in the current year.

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

Income and expenditure (£)	
Total income	589,264
Total expenditure	605,188
Expenditure per pupil	3,220

Balances (£)	
Balance from previous year	1458
Balance carried forward to the next	-14,466

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

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

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

49. Children are admitted into school part time in the September or January of the year in which they become five and become full time when they are five. This means that a number of children receive only one term's full time teaching in the Reception class before they move to Year 1. The proportion of such children changes from year to year and has an impact, year on year, on the overall attainment of the group. At the time of the inspection, eight children were attending school full time and nineteen just in the morning. Many had only been in school for three or four days.
50. By the end of the Reception Year, most children are likely to attain standards in their personal, social and emotional development and in their creative development that are above those expected for their age. Standards are average in mathematical development and in children's knowledge and understanding of the world. Standards overall in communication, language and literacy, and particularly in the development of children's early writing skills, are below average for their age. There was insufficient evidence for an overall judgement to have been made about attainment in physical development.
51. Overall, most children achieve well and make good progress in their learning. From a generally below average level when they enter the school, particularly in aspects of their language skills, children make good progress to attain average standards by the end of the Foundation Stage. Achievement in children's personal, social and emotional development is very good, as most children reach above average standards from a low level when they enter the school. Good leadership and management, effective curricular planning and good teaching all combine to provide children with varied and interesting experiences which promote good learning and help them to make good progress.
52. The quality of teaching is good with some very good features across all six areas of learning, which are planned effectively to link together in order to reinforce learning and make it more relevant and meaningful for the children. The Foundation Stage co-ordinator provides good leadership for all adults in the department, who work together closely to form an effective team. The strengths recognised in the last inspection have been maintained.
53. Underpinning the good practice in the Reception class are good assessment procedures. These are carried out on a lesson-by-lesson basis as the Reception teacher and assistants observe and note the children's progress. These observations are used well to plan the next stage in learning for each pupil. Another strong feature is the very effective teamwork between teachers and assistants, which helps all lessons to run smoothly and provides very good support and encouragement for all children. The good provision for children with SEN and EAL ensures that they get off to a good start and that teachers know them well and quickly assess their needs.

### **Main strengths and weaknesses**

- Good achievement results from consistently good teaching across all areas of learning.
- Very good attention is given to children's personal, social and emotional development. Here teaching and learning are very good.
- There is very good teamwork between the Reception teacher and her assistants.
- Relationships between adults and children are very good.
- Well planned activities are provided which involve several areas of learning.
- Good assessment procedures are used well to plan the next stage of learning.
- Good leadership provides clear direction for the continuing high standards of the provision.
- The accommodation and resources are very good.

## Commentary

54. A strong feature of the teaching is the emphasis on pupils' **personal, social and emotional development**, which was evident in the way children had settled quickly into school and were already forming very good relationships with all of the adults and with each other. Children are given many very good opportunities to work and play together in small groups and to develop independence by making choices from the activities on offer. At the same time, adults set clear expectations of behaviour and give praise and encouragement to reinforce these. The children are happy, settled and are confident in the classroom environment. Children with SEN and EAL are integrated very well and receive good support.
55. Many children start school with below the expected levels for their age in their literacy skills, particularly in their writing skills. As a result, despite the good progress they make and the good teaching they receive, a smaller than average number of children will meet the goals set for Reception age children in **communication, language and literacy**. Improving these skills is central to the good practice seen in all lessons. High priority is given to promoting spoken language skills, particularly through role-play, and this results in significant benefit to the children in all their other learning. Vocabulary is developed well and the Reception teacher and assistants are careful to ensure that children have good opportunities to use new words when working and playing.
56. Well chosen books are shared with the children as a class, in small groups and individually. The children enjoy listening to stories and talk readily about an increasing range of storybooks. They make good progress and learn to recognise a number of letter sounds and read the names of characters in familiar reading books. The promotion of early writing skills is good, but only a minority of children attempt to write simple phrases independently by the time they enter Year 1.
57. The children are provided with many interesting activities that incorporate several areas of learning. One of the observed lessons provided a good example as the planned activities enhanced children's **mathematical development, and their knowledge and understanding of the world**. The theme of 'shoes' helped the children to use their senses and to develop their early mathematical understanding as they matched, sorted and organised shoes in different ways. Through an imaginative approach that linked well to the story 'The Elves and the Shoemaker', the teacher extended children's **mathematical development** as they learned to use language such as longer and shorter by sorting the shoelaces that the Elves had left in the shoe shop. These aspects of learning were developed well in other lessons. For example, when children were working on the 'building site' outdoors, they were provided with a range of measuring equipment to measure the site, which supported their understanding of everyday language involving length. They also thoroughly enjoyed re-enacting the role of builders as they built walls with large play bricks, dug up 'drain pipes' in the sand and stopped for a tea break. While all this was taking place, the support assistant constantly engaged the children in conversation and this also contributed well to improving their language and communication skills. Children's awareness of cultural traditions is successfully enhanced through special events, for example, the celebration of festivals such as the Chinese New Year, Divali and Eid.
58. Children are provided with a wide range of stimulating **creative activities** to experience. The 'shoes' theme was carried through into a creative session when children made prints with the soles of different shoes using paint and playdough. While having their feet painted to make footprints, children were asked to describe the experience, which they did, showing a range of emotions. Good opportunities are provided for the children to improve manual dexterity through drawing, painting, modelling and using construction materials and computers. The accommodation is extremely spacious and includes an enclosed outdoor courtyard area, which is well resourced. Opportunities for outdoor play are planned well to promote children's **physical development**, through the use of tricycles, scooters and balancing equipment. Good use is also made of the outdoor play area to extend all areas of the curriculum and to provide opportunities for children to develop further their social skills. All activities are well planned and organised, with a good balance between activities chosen by the children and those led by an adult.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Teaching is very good in Years 3 to 6 and this enables pupils to attain well above average standards by the time they leave the school.
- Teachers devise interesting ways of promoting pupils' speaking and listening skills and this leads to standards that are well above average by Year 6.
- The very good attitudes of the pupils help their learning.
- The leadership and management in English are very good and help to sustain high standards across the school.

#### Commentary

59. In the 2004 national tests, pupils at the end of Year 6 attained results that were above the national average. Currently, standards in reading and writing and in speaking and listening are well above average. This represents a good level of improvement since the last inspection when standards were above average by Year 6. Pupils in Years 3 to 6 achieve very well and make very good progress in their learning. This is because teachers now have very confident subject knowledge and have very high expectations of what pupils can achieve.
60. In the 2004 national tests for seven-year-olds, pupils attained standards in reading that were below average and standards in writing that were well below average. This was, however, a year group with higher than normal proportions of pupils with SEN and SEN statements. The current Year 2 group is attaining standards that are above average. This represents good improvement since the last inspection when standards were found to be average in Year 2. Pupils in Years 1 and 2 achieve well and make good progress in their learning. This is because teaching is consistently good and a more rigorous approach to assessment in writing has led to an improvement in standards in writing over the year.
61. Across the school, pupils with SEN receive good support and achieve well against the language and literacy targets in their individual learning plans. The few pupils with EAL are progressing well in acquiring English language skills and they are achieving well.
62. Standards in speaking and listening are good in Years 1 and 2, and very good by Year 6. Teachers give pupils good opportunities to listen to other pupils and adults in the school. Younger pupils do this well and older pupils listen very well, both to their teachers and to their peers. This reflects their growing maturity and is seen in the responses they make. By Year 6, many pupils confidently use a wide range of vocabulary when discussing points that occur in lessons and speak clearly when explaining their ideas. Pupils have a good understanding of the specialist vocabulary they need for subjects like music and mathematics and contribute their ideas confidently, often at length.
63. By Year 2, pupils are confident in using their knowledge of letter sounds to help them in their reading. Their reading diaries are an effective link between home and school and parents support their progress well. Younger pupils read well. They understand what they are reading and observe punctuation. Older pupils in Years 3 to 6 demonstrate a very good level of understanding, as shown when Year 6 pupils discussed and appreciated the feelings of the characters in the books they were reading. They read widely, belong to local libraries and use the Internet for information to support their learning. The very good standards that older pupils attain in reading are evident from the confident way they discuss favourite authors, like J.K Rowling, Louisa Alcott and Jacqueline Wilson. Additional guided reading times provide good opportunities for pupils to think critically about what they read. The school library is well resourced and used to encourage independent

learning for older pupils. All pupils have access to their own class libraries and book areas. As a result by Year 6, pupils have developed the necessary skills for finding books and information.

64. The pupils' attainment in writing is above average by Year 2 and well above average by Year 6. Pupils are presented with a wide range of opportunities to write for different purposes and to use diverse styles. Higher attaining pupils respond well to these tasks and their writing in Year 6 shows that they write very effectively, using appropriate styles for different purposes. Their writing includes creative fictional writing, factual writing or producing a play script in their own words, basing their work on texts such as, Shakespeare's 'A Midsummer Night's Dream'. Creative writing has been introduced to the timetable and provide pupils with the opportunity to write at length outside the Literacy Hour. Most pupils use imaginative vocabulary effectively. Higher attaining pupils organise their work accurately into simple or complex paragraphs, which include appropriate punctuation and accurate spelling. Average and lower attaining pupils have the same writing opportunities and most organise their work well for different purposes and use adventurous vocabulary to good effect. Most pupils in Year 6 present their work carefully and use a fluent form of joined handwriting. Younger pupils write poems, retell traditional tales and write instructions well. They spell accurately and increasingly add details that make their writing lively. Standards of presentation however, are variable. This was recognised by the school as an area for development and a new handwriting scheme was purchased and is now in use. This is being carefully monitored.
65. Teaching is good in Years 1 and 2. Teachers have secure subject knowledge and plan a good range of meaningful opportunities for pupils to learn. These are effectively managed and taught to support the good achievement that pupils make. In Years 3 to 6, teaching is very good. Teachers create an energetic and purposeful atmosphere in the classroom by having high expectations of the amount and quality of work the pupils produce. They have a very clear understanding of what pupils need to do and know, in order to move them on in their learning. Strengths in teaching across the school, are the very well planned lessons and the way in which teachers use the Literacy Strategy framework effectively and confidently. Pupils' work is marked regularly and teachers provide sufficiently well focused comments in a way that helps pupils know how well they are doing and how to improve. Teachers manage the pupils very well and encourage them to do their best. As a result, pupils have very good attitudes to work in lessons. They work hard and this has a positive effect on their learning. Teachers are supported very well by learning support assistants, who provide very good support to pupils with SEN and those with EAL, ensuring they stay on task and encouraging them to do their best.
66. The leadership and management in English are very good. The co-ordinator has a secure understanding of her role and through monitoring has been able to identify useful and relevant priorities for further development. Assessment in English is good and the information gained is used well in the setting of targets that provide a good level of challenge for all pupils.

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

67. The development of language and literacy across the curriculum is very good. The use of 'talking partners' is extended well into other subjects and used effectively to help pupils learn. Older pupils' reading skills enable them to access the library for independent research. At all ages, pupils have a good understanding of the books they read. There is a good range of opportunities given to pupils to develop their writing skills in other subjects such as, history and science but less so in RE. Good opportunities in ICT are provided for older pupils to explore their ideas independently when they carry out research on a chosen subject.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Pupils in Year 6 attain standards that are well above average, whilst those in Year 2 are above average.
- Pupils are introduced to a wide range of mathematical skills.
- The quality of teaching and learning is very good in Years 3 to 6 and good in Years 1 and 2.
- Very good procedures are provided for pupils to talk about their work and to reinforce and extend their understanding through conversation.
- The use of the specialist teacher provides a very good level of support and challenge for more able pupils in Years 3 to 6.
- Homework is used well to support work done at school.
- Insufficient priority is given to providing opportunities for pupils to solve 'real-life' problems or for pupils in Year 2, particularly the more able, to record their work.

### Commentary

68. At the end of Year 6, pupils attain standards that are well above average and pupils in Year 2 attain above average standards. This represents very good improvement since the last inspection as standards then were above average in Year 6 and below average in Year 2. The current inspection judgements are similar to the results of the 2004 national tests in Year 2 but are significantly higher than the previous year's results in Year 6. The difference in Year 6 is explained largely by the impact of a higher proportion of pupils with specific learning needs in the 2004 group. The current inspection findings are in line with the school's most recent assessments of each year group. Pupils with SEN make very good progress towards their own learning targets.
69. Pupils achieve well in Years 1 and 2, and very well in Years 3 to 6. An important strength in pupils' achievement across the school is their understanding and appreciation of a variety of aspects of the subject. Their work is appropriately focused on the development of number skills but they have good opportunities for developing an understanding of other aspects of the subject such as measuring, time and probability. In number, the work of pupils in Year 6 on simplification of fractions and matching percentages to fraction and decimal values takes them into levels that exceed those expected for their age. Older pupils use data well as, for example, they devise charts to show how to convert different currency rates and to show comparisons between metric and imperial units of measure. In Year 2, most pupils work confidently with numbers up to 100 and measure accurately using standard units of measurement. Another strength across the school is pupils' ability to talk confidently about their work and explain their reasoning and the processes they are using to their partners and to the whole class. This impacts well on the quality of their learning. Relative weaknesses are that pupils do not have sufficient opportunities to devise and solve mathematical problems, particularly those relating to real-life situations. Also, insufficient priority is given to the importance of the quality of pupils' recorded work, particularly for more able pupils in Year 2.
70. The quality of teaching and learning is good in Years 1 and 2, and very good in Years 3 to 6. Since the last inspection, important strengths in teaching have been maintained in Years 3 to 6 and improvements made in Years 1 and 2. Lesson planning is thorough and detailed and lessons consistently follow the format recommended in the National Numeracy Strategy. Strengths in teaching are in the very positive way in which pupils are managed and encouraged in their work, and in teachers' lively and interesting approach to the subject. Good use is made of the interactive whiteboards to enliven teachers' presentations and some attractive and helpful displays in class encourage pupils' knowledge and use of specific vocabulary. Another strength is the way in which teachers devise practical activities wherever possible. For example, some less able pupils in Year 5, working on money values, had an enjoyable and beneficial experience 'shopping' in the role play area as they bought different items which were checked by the sales assistant. The provision of a

separate teacher for the more able pupils in Years 3 to 6 is an important reason for the high standards here and provides very good levels of support and challenge for these pupils. Their needs are being met very well.

71. The recently appointed co-ordinator has made a good start to her work. She already has a good view of the work of the subject across the school and she has been involved in the analysis of assessment data. She has had some opportunities to monitor teaching and learning and pupils' work and a further programme has been devised. Assessment is good with some very good features. The results of national tests are carefully analysed and pupils are tested at the end of the main units of study. Data are used well to set individual and year group targets for pupils to achieve. As a result pupils and parents receive good information and advice about each pupil's attainment and the school has a clear and accurate view of the overall standards which are being attained and previous trends. Homework is set regularly and supports work in the subject well.

### **Mathematics across the curriculum**

72. The subject is integrated well into other aspects of the curriculum. For example, older pupils use ICT as they gather data on the height of boys and girls in different classes in the school and generate graphs to display the results. Other pupils use time lines in history in their work on the Ancient Greeks.

### **SCIENCE**

Provision in science is **good**.

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

- The standards reached by pupils in Year 6 are above average.
- There are regular opportunities for pupils to investigate and experiment.
- Pupils achieve well as a result of the generally good teaching, particularly for the older pupils.
- Pupils with SEN make very good progress.
- The subject is well led and resources are very good.

#### **Commentary**

73. Standards in Year 2 are average. This judgement represents an improvement on both the findings of the school's last inspection and the assessments made by teachers at the end of Year 2 in 2004. Improvements are explained by the successful targeting of teaching and learning in the subject and the work done to improve the overall approach to investigative work. Now pupils in Years 1 and 2 achieve satisfactorily and make sound progress in their learning.

74. In Year 6, pupils reach above average standards. This is similar to the findings of the last inspection. The school's results in national tests for Year 6 pupils have varied considerably in recent years. However, evidence found during this inspection strongly indicates that the school's recent focus on the teaching of science has impacted favourably on the standards being achieved, especially by the older pupils in the year groups. The high expectation of the teachers, particularly when teaching investigations and experiments, has a beneficial effect on pupils' learning. As a result, pupils' achievement is good. This includes the more able pupils. For pupils with SEN, achievement is very good.

75. Pupils are introduced to all elements of the subject as they move through the school. For example, pupils in Year 2 have a good understanding of electrical forces as they work on identifying electrical appliances and pupils in Year 3 have a good knowledge of magnetic forces. Year 5 pupils show that they know that sounds are made when objects and materials vibrate. Important strengths in pupils' achievement are in their use of specialist vocabulary and their ability to plan and undertake investigations. Most pupils are establishing a confident approach to making investigations and are developing a scientific vocabulary to explain the observations and



predictions they make. Pupils across the school are continually being made aware of the process of questioning, hypothesising, and measuring. As a result, by Year 6, many pupils are able to provide clear explanations and record their findings accurately when writing up their experiments.

76. The quality of teaching and learning across the school is good. In the lessons seen during the inspection, teaching varied between good and very good with important strengths in Years 3 to 6. Teachers consistently demonstrate secure subject knowledge and detailed lesson planning ensures that lessons have a clear focus. Lessons also include a good emphasis on the correct use of scientific vocabulary and the teaching relates, wherever possible, to relevant, everyday situations. In a Year 2 lesson about light and dark, very good methods were used to teach the pupils how to record and categorise different types of electrical appliances. The pupils visited various parts of the school and used digital cameras to record the appliances they discovered. The teacher ensured that her pupils learned the appropriate scientific vocabulary and then used effective questioning to elicit accurate answers from them. By the end of the lesson, most pupils were able to report back on their findings. They also understood the concepts involved and could readily link these to dark and light. Across the school, pupils respond well, are interested and enjoy their lessons. They work together effectively and discuss their findings in a mature manner. Teachers assess what pupils know, so that the work is well matched to individual abilities. Pupils with SEN are very well supported in class and make very good progress. Planning is systematic and ensures that the skills that pupils need to master are taught well and that all pupils can participate fully in each lesson.

77. The subject is well led, and this has contributed to the improvements in standards across the school, especially in the quality of teaching and learning. Test data are analysed so that gaps in learning are addressed and any area of weakness is tackled. Pupils in Years 2 and 6 have targets to achieve which are based on the results of assessment tests set at the end of units of teaching and the teachers' own assessment of the pupils' work. The co-ordinator has encouraged greater use of ICT in the teaching of science. This has led to most teachers having greater confidence in the use of interactive whiteboards. The subject has very good resources, and the school is fortunate in having a separate room in which most items can be stored. The co-ordinator has high aspirations for the subject and there is a strong commitment to improve attainment further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers' use of the new interactive whiteboards is enlivening lessons and promoting the use of ICT well.
- Across the school, pupils show good attitudes to their work which improves their commitment to their own learning.
- The co-ordinator has worked well to introduce a new whole school programme of work.
- The level of resourcing is good and the computer suite and computers in the shared areas are used well to support learning.

### **Commentary**

78. Across the school pupils reach average standards and achieve satisfactorily. At the last inspection, standards were average in Year 2 and above average in Year 6. Standards are lower in Year 6 than in 1999 mainly because there have been changes in national expectations and the school's introduction of new equipment has not had time to impact on raising standards across all aspects of the subjects for above average standards to be achieved.

79. In Year 2, pupils learn basic control language as they devise a route around a simple plan using the commands forwards, backwards, left and right. Others dress a screen Teddy with clothes appropriate for different seasons of the year. In Year 3, pupils design and draw colourful birthday

cards with clip-art pictures and word-processed greetings. In Year 6, pupils produce effective PowerPoint presentations of the topic 'About Me' using different screens and interesting effects such as the use of colour, animation and sound.

80. The quality of teaching and learning across the school is satisfactory, although some good and very good elements of teaching were observed during the inspection. In one lesson in Year 1 in the computer suite, pupils used computer mouse skills well to access different menus and to identify different sources of information. Where teaching was very good in Year 3, the teacher demonstrated a very thorough understanding of the principles of databases and had devised a very effective range of activities to introduce the ideas of data storage and retrieval before using the computers. In the classrooms where interactive whiteboards have been installed, teachers use this new technology effectively in a variety of contexts to enliven their lessons. This adds well to pupils' appreciation of the use of ICT. Across the school, pupils enjoy their work, are keen to do well and apply themselves conscientiously. This improves the quality of their learning.
81. The subject is led well by a knowledgeable and enthusiastic co-ordinator who has recently become responsible for the subject. She has managed the introduction of a new commercial programme of work well and is monitoring its implementation. She has had regular management time to undertake her co-ordination responsibilities but so far this has not included any regular monitoring of the quality of teaching and learning. Resourcing levels are good. These include a computer suite and several smaller work bases with computers which groups can use. The assessment element of the new scheme of work is beginning to give a good picture of pupils' attainment in different aspects of the subject

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

82. ICT is used satisfactorily across different curriculum areas. For example, computers are used to generate graphs and spreadsheets in maths and the Internet is used to discover facts about coastlines for geography and for information about Ancient Greece in history.

### **HUMANITIES**

There was insufficient evidence for an overall judgement about provision and standards to be made in geography and history.

83. In **geography**, younger pupils draw plans of their bedroom, their classroom and the school and draw annotated sketch maps of their journey to school. Older pupils know about the different types of weather experienced in different places around the world and facts about the lives of people in Chembakolli in India. In a very good lesson observed during the inspection, pupils were challenged very well to ask important geographical questions about a picture they had brought from home of a coastal place that they had visited. After a well paced and interesting introduction, the teacher used the Internet successfully to show an animated description of the process of sea erosion. Interest in the subject is promoted well through colourful classroom displays. These include useful information about the recent tsunami disaster.
84. In **history**, younger pupils understand facts about the life and times of Florence Nightingale and also appreciate why a poppy is an important symbol of remembrance. The work of older pupils shows good detail of the topics studied. For example, work on the Ancient Greeks included a consideration of Greek Gods and myths, the original and modern Olympic games and Greek philosophers. The topic also encouraged pupils to consider the importance of contemporary Greek influences in drama, language and architecture. The topic also showed good opportunities for applying literacy skills as pupils produced a newspaper to show how the events in Marathon might have been reported and some interesting persuasive writing on the subject 'Why I would prefer to live in Athens rather than Sparta'.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Teaching is consistently satisfactory or better and lessons are well planned.
- Teachers have good subject knowledge, particularly in Years 3 to 6.
- ICT is being used increasingly to enliven teachers' approach.
- Teachers do not always have sufficiently high expectations about the amount and the quality of the presentation of pupils' written work.

### Commentary

85. Pupils in both Years 2 and 6 reach the standards required by the locally Agreed Syllabus, which is similar to the findings of the last inspection. Pupils' achievement across the school is satisfactory and most make sound progress in their learning. Pupils with SEN make good progress towards their own learning targets when they are well supported in class.
86. Evidence found in pupils' books shows that Year 2 pupils know about Sikhism and have compared the vicar's vestments with those worn by Muslim clerics. Year 6 pupils know about religious leaders and especially their role in the Christian religion.
87. Overall the quality of teaching and learning is satisfactory, with some good teaching in Years 3 to 6. Teachers plan well and prepare thoroughly for their lessons. They demonstrate good subject knowledge, which is used well to improve the quality of their responses to pupils' enquiries. They also take particular care to provide for the needs of the least able pupils. They achieve this, for example, by giving lucid explanations regarding difficult concepts and by relating examples, which are relevant to the pupils' understanding. Teachers make effective links with other subjects. During a Year 4 lesson about communities, pupils needed to use their geographical skills when an interactive whiteboard was used to show a map of the buildings found in the Holtspur area. Appropriate teaching methods are used to make learning more interesting for the pupils. During a Year 5 lesson about symbols, the teacher used her whiteboard to show accurate and vivid examples of road signs, which considerably enhanced learning. The quantity of work found in most pupils' books was often limited and the standards of presentation in the books belonging to younger pupils indicated that teachers' levels of expectation were insufficiently high. Marking offered little guidance to these pupils as to how they could improve their work.
88. The leadership and management of the subject are satisfactory as is the level of resources available. There are also satisfactory procedures in place for assessing pupils' work at the end of each unit of study. Overall, satisfactory progress has been made in this subject since the school's last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence for an overall judgement to be made about the quality of provision in art and design and design and technology.

89. Pupils are introduced to a good range of concepts and skills in **art and design**. Year 2 pupils have studied and imitated the work of the artist Matisse. Year 4 pupils have examined David Hockney photographs and created a display entitled "Viewpoints". A further display of work made by Year 6 pupils, on the theme of "Landscapes", demonstrated the pupils' skills in handling and modelling clay. The wide selection of attractive displays found throughout the school gave the buildings a particularly stimulating ethos and contributed to the school's aim of promoting its provision for creative arts across the curriculum. Teaching and learning in the single lesson observed during the inspection were good. Year 5 pupils successfully explored ideas and used their knowledge and understanding of materials to illustrate and design a book. This was

stimulated successfully by the teacher making effective use of a smart-board to show the pupils illustrations from the Edward Lear poem about Jumblies. The subject is well led and managed and it has an effective development plan.

90. A scrutiny of planning and the subject leader's portfolio containing evidence of pupils' recent work indicates that an appropriate range of topics is covered in **design and technology**. Examination of pupils' work and displays around the school shows that Year 6 pupils have investigated, developed and planned design ideas, such as their work on Slippers. They have also designed calendars. Curriculum planning identifies useful links with other subjects, such as science and geography. The co-ordinator's subject action plans are comprehensive and recognise the school's areas for development. The subject has very good resources, including a large food technology area.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Music teaching is very good and benefits from the expertise of well-qualified class teachers and a music specialist.
- There is very good curriculum enrichment, which further develops pupils' experience, knowledge and understanding in music.
- Music makes a significant contribution to the spiritual, moral, social and cultural development of pupils.
- The leadership and management of music are very good.
- The school's very good accommodation and resources are used effectively to give pupils valuable practical experience.

### Commentary

91. Pupils in Year 2 reach standards that are above average while those in Year 6 are well above average. This is similar to the judgement made at the last inspection and indicates the way that this important strength in the school's work has been maintained and consolidated. Pupils in Years 1 and 2 achieve well and those in Years 3 to 6 achieve very well. The main reason for the school's success is that music is given a high profile in the school. The expertise of several class teachers and the employment of a specialist teacher also ensure that expectations are very high and that opportunities are very wide. Pupils of all abilities, including those with SEN and EAL also achieve well.
92. The quality of teaching and learning is good in Years 1 and 2, and very good in Years 3 to 6. Since the last inspection, the significant strengths in teaching have been maintained in Years 3 to 6 and improvements secured in Years 1 and 2. Music sessions are mainly taught by class teachers who are well qualified to teach music. A specialist music teacher provides additional lessons for pupils in Year 3. This means that pupils have access to the teacher's very good knowledge of the subject which provides them with accurate teaching, and with high expectation of their learning. The teachers' very good subject knowledge and the clear teaching of specific skills result in significant gains in pupils' knowledge and understanding of music. Teachers maintain a good pace in lessons and ensure all pupils remain on task. Older pupils respond well to musical challenges to extend their listening and singing skills.
93. A lesson to pupils in Year 6 illustrated several features of very good, effective teaching. The class teacher's very secure subject knowledge, combined with an ability to find extremely innovative activities, led pupils to learn very effectively. The lesson observed involved pupils identifying mood from music and lyrics and learning a new song that linked to the story of 'Macbeth and the three witches'. After watching a short extract from a video animation of 'Macbeth', the pupils listened to the music used on the video and considered how the mood created was different

from the images conjured up when they listened to the music of 'Stars, hide your fires', a song title from Shakespeare's text. On learning the song, pupils sang with increasing confidence and a growing awareness of pronunciation as they performed together as a class.

94. There are very good planned opportunities for curriculum enrichment, which provide further opportunities to develop pupils' knowledge and understanding. These range from stimulating live performances and workshop sessions, which are held for pupils throughout the school, to individual music tuition. A high number of pupils take advantage of these opportunities. There is a very good range of opportunities for pupils to learn musical instruments in school. Tuition is provided by specialist instrumental teachers and recorder teaching for all pupils in Year 3. There is a good range of other extracurricular opportunities to support the very good provision in music. These include a junior choir, orchestra and musical tuition. The school is also involved in the 'Wider Opportunities in Music Project' and, as a result, pupils in Year 3 gain much from the expertise of a specialist music teacher. They all learn to play the recorder and grow in confidence as they learn to read and perform parts from notation.
95. The use of the excellent resources and very good accommodation in the separate music room helps to encourage the high standards attained. The music room is very well equipped with a wide range of tuned and untuned percussion instruments. These are used effectively to give pupils good opportunities to develop very good skills when playing a musical instrument. This has a direct impact on pupils' very good achievement.
96. The Headteacher is also the subject co-ordinator. He is enthusiastic and together with his very secure subject knowledge provides very good leadership and management. He has a very clear overview of provision. This ensures very good curriculum coverage and is also important in providing very good opportunities for curriculum enrichment. Music is a subject with many very good features and makes a successful contribution to the spiritual, cultural and social development of the pupils.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Lessons are well planned, structured and developed.
- All pupils, including those with SEN, play a full part in all the activities provided.
- Pupils make good progress in swimming.
- The subject has good resources and very good accommodation.
- Opportunities are enhanced by a good range of extracurricular clubs.
- In some lessons, opportunities for evaluating and improving pupils' performance are missed.

### **Commentary**

97. Standards are average at the end of Year 2 and above average at the end of Year 6. These findings match those found in the school's previous inspection. Pupils in Years 1 and 2 achieve satisfactorily and also make satisfactory progress. Those in Years 3 to 6 achieve well and make good progress. Pupils with SEN take a full part in lessons and make similar progress to their classmates.
98. In Year 2, pupils' dance activities enable them to respond to musical stimuli and perform basic skills. Most pupils copy, repeat and explore simple actions and move satisfactorily with control and co-ordination. By the end of Year 6, pupils remember, repeat and link combinations of gymnastics sequences. Only dance and gymnastics lessons were observed during the inspection, but from planning and timetables it is clear that an appropriate curriculum is followed in all aspects of the subject. Although swimming was not observed during the inspection, the school's comprehensive records and the quality of its provision indicate that standards are above average.

99. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the lessons observed during the inspection, the quality of teaching and learning was consistently satisfactory with some good elements particularly in Years 3 to 6. A strength of the teaching is the quality of lesson planning. Teachers demonstrate good subject knowledge, particularly in Years 3 to 6. Most lessons begin with an appropriate warm-up activity, and teachers encourage pupils to take part and have a go. They deal sensitively with pupils who may find the subject challenging. This results in all pupils being able to take a full part in the lessons. Teaching assistants play a valuable role in some lessons, especially when they provide effective support for pupils with SEN. Teachers manage pupils well, but, in a minority of lessons, too much time is wasted securing pupils' full attention and this slows down the pace of learning. Minor shortcomings in otherwise satisfactory lessons are where too little regard is paid to refining pupils' skills and techniques, either through intervention by the teacher or the effective use of demonstration and evaluation to improve performance. Sometimes, insufficient opportunities are provided for pupils to learn about the effect of exercise on their bodies.
100. The subject is led and managed well. The co-ordinator has ensured that there are satisfactory assessment procedures for measuring pupils' progress. The subject benefits from very good accommodation. The hall and outdoor areas are spacious and attractive and there is full access for pupils with disabilities. The school is also able to use an adjacent sports hall for indoor activities. The subject has good apparatus and equipment, although the current arrangements for the storage of equipment adjoining the main hall do not facilitate their effective use. Improvement since the last inspection has been satisfactory. The pupils value the subject and enjoy the very good provision of sports related extracurricular activities and clubs.

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

Provision for pupils' personal, social, health and citizenship education is **good**.

### **Main strengths and weaknesses**

- PSHCE is given a high priority and impacts very positively on the very good relationships evident in the school.
- Important issues are dealt with sensitively and interest is promoted by several informative and challenging classroom displays.
- Pupils are given good opportunities to explore thought and feelings in well organised class discussions.
- The relatively new co-ordinator has clear plans for the subject's further development.

### **Commentary**

101. PSHCE is given a high priority in the school. It makes a significant contribution to establishing very good relationships between everyone in the school. Its success is reflected in pupils' very good attitudes to learning, which support their very good overall achievement. The scheme of work links well to other subjects. For example, work in DT and science is linked very well to the LEA's 'Healthy Schools' award, which is promoted well through all aspects of the school's work. Sex and drugs education and relationships are sensitively taught. The ethos of the school underpins all its work and the importance placed on pupils' personal development.
102. PSHCE lessons have a designated time on teachers' timetables. 'Circle times', where pupils discuss sensitive issues in a managed environment, are used well for pupils to discuss topical issues as well as personal ones to class members. All classes have PSHCE displays, which range from a kindness tree in the Reception class to an OSCARs (Otstanding School Children's Academic Recognition) display in Year 5. Each class also has a weekly caring theme, which is the focus of class assemblies and can range from respecting other pupil's feelings to not interrupting others.

103. In the one 'circle time' lesson observed, where pupils in Year 3 were exploring the different types of relationships and considering the reasons for their choice of a friend, the teaching, learning and achievement were good. Pupils felt sufficiently at ease to be able to share their thoughts openly due to the sensitive questioning and response of the class teacher. In another session, pupils from the Language Department were handled very sensitively and integrated very well into a Year 5 class discussion. Across the school, pupils feel confident that they can discuss any problems with any adult in the school, as they will always be listened to.
104. The School Council provides many opportunities for pupils to be involved in decision making in the school and developing their awareness of citizenship. For example, they were instrumental in changes such as, getting new pegs put into Class 2 and having a grassy area covered in tarmac. In addition, the playground equipment was chosen and purchased by the School Council. As pupils get older, teachers give them increasing responsibility, preparing them well for the next stage of their education. The school is now looking at giving pupils in Years 6 the added responsibilities of becoming 'Playground Pals'. The co-ordinator has a good overview of the provision.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
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	3
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	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).*