

INSPECTION REPORT

HUMBERSTON CLOVERFIELDS PRIMARY SCHOOL

Humberston, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117966

Headteacher: Mrs C Spruce

Lead inspector: Dr M Williams

Dates of inspection: 28th February – 3rd March 2005

Inspection number: 267085

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

Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	290
School address:	St Thomas Close Humberston Grimsby
Postcode:	DN36 4HS
Telephone number:	01472 500217
Fax number:	01472 500218
Appropriate authority:	Governing body
Name of chair of governors:	Mrs C A Green
Date of previous inspection:	31 st March – 3 rd April 2005

CHARACTERISTICS OF THE SCHOOL

Humberston Cloverfields Primary School is a larger than average community school on the outskirts of Cleethorpes in north-east Lincolnshire. Currently there are 290 pupils on roll aged between four and eleven, 166 girls and 124 boys. Virtually all pupils live in the immediate neighbourhood which is a popular residential area. Most of the housing is owner occupied. All but 13 pupils in the school are from white-British families; only one does not speak English as a first language. The proportion of pupils receiving free school meals is well below average. A broadly average percentage of pupils have special educational needs, including six with statements of special educational need. Of these, a high number are in the current Year 6 classes. Children's standards of attainment on entry to the reception class, though wide ranging, are above national and local averages overall. A much higher than average proportion of pupils join the school at other than the normal entry time, mostly transferring into the classes in Years 3 to 6. At present, one-third of the Year 6 pupils are late admissions, with four of them on the school's special educational needs register.

The school shares its site with a local secondary school and a special school. A small number of special school pupils are able to join lessons in the primary school on a regular and carefully supported basis. The school maintains close links with the community, making its facilities available for use by local clubs and training courses in computing. In 2003, inspectors reported that the school had made unsatisfactory progress overall since the last inspection (1998), with a significant number of pupils underachieving, while at the same time noting that standards were now beginning to rise. The current headteacher was appointed in 2002. In July 2004, Her Majesty's Inspectors (HMI) reported that the school was making good progress in raising pupils' attainment and eliminating underachievement, a judgement endorsed by the school's much improved national test results last year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19388	M Williams	Lead inspector	Mathematics History Physical education Personal, social and health education
19419	S Boyle	Lay inspector	
10144	M Marriott	Team inspector	Science Information and communication technology Religious education Art and design Design and technology Foundation Stage Special educational needs
11901	P Lowe	Team inspector	English Geography Music English as an additional language

The inspection contractor was:

peakschoolhaus Ltd
BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Humberston Cloverfields Primary School is a very effective school that gives good value for money. It has very successfully addressed previous weaknesses and continues to improve at a lively pace.

The school's main strengths and weaknesses are:

- The headteacher, very well supported by the staff, has, since her arrival in 2002, taken the school forward with tremendous energy and effectiveness
- Most of the teaching is very good; some of it is excellent
- Standards in reception and in Years 1 and 2 are above nationally expected levels
- In Years 3 to 6, although pupils have made significant progress in the last three years, standards in English and mathematics in Year 6 are still not as high as they should be
- Pupils' attitudes and behaviour are very good; their relationships, initiative and willingness to take responsibility are outstanding
- The curriculum is innovative and very well planned
- Assessment systems are, for the most part, highly effective, but teachers' marking and pupils' self-assessment are variable in quality

The school is very much more effective than it was at the time of the last inspection, in 2003. The unsatisfactorily wide range of teaching effectiveness evident then has been replaced by consistently effective teaching now, supported by well-planned and innovative provision. The unsatisfactory academic standards and underachievement found in Years 3 to 6 have been successfully addressed. Strong leadership and management have been key to this progress. All key issues from the last inspection have been effectively acted upon.

STANDARDS ACHIEVED

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

*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.*

Pupils currently achieve well. Results in the national tests for Year 6 pupils have improved steadily in English, mathematics and science since 2002. By 2004, standards were in line with national averages. Given that these pupils were among those identified by inspectors in 2003 as underachieving, they made good progress subsequently. Even so, the standards they reached were not high enough in writing, nor were girls doing well enough in mathematics. This year's Year 6 pupils have also made good progress since 2002, but are unlikely to improve on the school's 2004 test results because of the very large proportion of pupils with special educational needs in the year group. Their performance in English and mathematics is average overall. They are achieving well, but standards in writing and girls' mathematics still need to improve further. In science, information and communication technology (ICT), geography and music, standards are above average, and average in religious education. No judgements were possible for the remaining subjects. Standards in Year 2 are above average in reading, writing, mathematics, science, ICT, geography and music, and average in religious education. Children in reception are achieving very well, comfortably exceeding the standards expected for their age.

All aspects of pupils' personal development are very strong. They have very positive attitudes to learning. Their attendance, punctuality and behaviour are very good. The provision for pupils' spiritual, social, moral and cultural development is very effective. Pupils' readiness to accept, and undertake, responsibility is of the highest quality.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching and learning are very effective overall. Pupils enjoy lessons and find them challenging. Teachers, in the main, are very precise about the learning they expect and the standards they want, supporting these with a wide range of stimulating activities. The emphasis on active learning is very effective in developing pupils' literacy and numeracy skills. Teaching assistants play a significant role in enabling pupils to make good progress. Teachers use assessment very effectively to track pupils' progress, but could make more use of this information when marking pupils' work. Opportunities for pupils to assess their own performance and progress are limited.

The school's newly revised curriculum is very well planned to develop pupils' basic literacy, numeracy and ICT skills. It is very successfully enriched by visits and special events. Provision for pupils with special educational needs is very good; all pupils have equal access to the curriculum. The accommodation and facilities support the curriculum well. Arrangements for promoting pupils' progress and well-being are high quality. Good links with the community, and a very productive partnership with parents, contribute significantly to the effectiveness of the school's provision.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's vision, leadership and determination, allied to very effective support from staff, have been key to the transformation in standards achieved in such a short time. Management is very efficient and effective, with governors beginning to play an increasingly active role in this. Very good monitoring and evaluation procedures have been instrumental in raising standards so quickly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive. A small minority, though, feel insufficiently informed about their children's progress. Inspectors could find no compelling grounds to explain or support their concerns. Pupils feel valued and know that their views are taken into account.

IMPROVEMENTS NEEDED

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

- Further improve standards in English and mathematics in Years 3 to 6, especially in writing and in girls' performance in mathematics
- Improve the quality of teachers' marking of pupils' work, and increase the opportunities for pupils to assess their own performance and progress

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children exceed the standards they are expected to reach by the end of reception and achieve very well. In Year 2, standards are above average in reading, writing, mathematics and science, and pupils achieve well. Pupils in Year 6, most of whom were underachieving at the end of Year 2, are now attaining standards that are average in English and mathematics and above average in science. They have made good progress and are achieving well.

Main strengths and weaknesses

- There has been a marked improvement in the school's national test results at Year 2 and at Year 6 since 2002; standards are now above, or well above average, at Year 2
- Children in reception make a very good start to their school lives in all areas of learning
- The vast majority of pupils now achieve well; previous underachievement, notably in Years 3 to 6, has been eliminated, except for a small minority of girls in mathematics
- Standards in science, information and communication technology (ICT), geography and music are above national expectations at Years 1 and 2 and Years 3 to 6
- Standards in writing in Years 3 to 6 are lower than they should be

Commentary

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

Standards in:	School results	National results
Reading	16.9 (16.7)	15.8 (15.7)
Writing	16.4 (14.5)	14.6 (14.6)
Mathematics	17.7 (17.7)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. The school's results at Year 2 have improved at a much faster rate than results nationally over the last three years, especially in writing where they have improved from well below average in 2002, to average in 2003, and to well above average in 2004. In the same period, results have risen in mathematics to well above average, and in reading to above average.

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

Standards in:	School results	National results
English	27.0 (26.2)	26.9 (26.8)
Mathematics	27.4 (26.5)	27.0 (26.8)
Science	29.4 (28.2)	28.6 (28.6)

There were 49 pupils in the year group. Figures in brackets are for the previous year

2. Overall, the school's test results at Year 6 have improved steadily since 2002, rising, by 2004, to average in English and mathematics, and above average in science. Improvements in the science results have been particularly marked. Pupils are now achieving well. The 2004 results indicate that there is no significant variation in the achievement of boys and girls compared to pupils nationally, except in mathematics where girls under-performed compared to boys.

3. Most children who join the school at the Foundation Stage are already achieving standards above local and national averages. The current reception children work very hard, are very well taught and supported, and maintain standards in all areas of learning that exceed the goals expected of them by the end of the year.
4. Standards in the current Year 2 are above those expected nationally in all subjects where judgements could be reached, except religious education where they were satisfactory. No judgements were possible in history, art and design, design and technology and physical education. The focus on developing pupils' basic skills, coupled with a lot of very effective teaching in Years 1 and 2, ensures that the higher standards achieved over the past two years are being maintained. Pupils' literacy, numeracy and ICT skills are well used across the curriculum.
5. Standards in the current Year 6 are average in English, mathematics and religious education. In science, ICT, geography and music, standards are above average. No judgements were possible in the remaining subjects. The slightly lower standards that Year 6 pupils attain, relative to the standards attained by children in the Foundation Stage and by pupils in Year 2, is due to a number of factors. First, there is an unusually large proportion of pupils with special educational needs in this year group (34 per cent). Second, a very high number of pupils transfer late into the school, mostly into Years 3 to 6, giving the school little time in some cases to make a real impact on their performance. Critically, most of the pupils now in Years 3 to 6 are the same pupils identified in 2003 as underachieving and attaining low standards. The school has done well to make up so much of the lost ground from earlier years, though standards in writing are still not high enough, and some of the girls are not making sufficient progress in mathematics.
6. Pupils' good achievement in Years 3 to 6 has been significantly helped by the quality of the teaching, the effectiveness of the new curriculum, the impact of the school's new assessment systems and the school's determination to raise standards. Evidence from Year 5 lessons, and their completed work, indicates that the school's national test results will continue to rise, including a likely increase in the proportion of pupils reaching the higher attainment level (level 5).
7. Pupils with special educational needs, and the lower attaining pupils generally, achieve well, especially in literacy and numeracy, because they are very well supported by teachers and teaching assistants, frequently through additional support programmes.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral and social development, are very good. Pupils' attendance and punctuality are also very good.

Main strengths and weaknesses

- The school promotes a very positive and caring ethos
- Pupils' willingness to take, and exercise, responsibility is excellent
- Pupils enjoy school; attendance rates are high and pupils arrive punctually
- Pupils show a very good commitment to work and to behaving very well

Commentary

8. Pupils are very enthusiastic about school, and mostly work very hard. Their very good attitudes are underpinned by the excellent relationships they have with their teachers, and by their parents' very positive views of the school. Pupils' attitudes and behaviour contribute significantly to learning. There are no signs of the pockets of unsatisfactory behaviour evident at the last inspection. Expectations of pupils' behaviour are now very clear and the means of promoting them consistently implemented.

9. There is a strong sense of social harmony in the school. Pupils work well together and are encouraged in this by the emphasis placed on working co-operatively. Their sensitivity towards each other is especially well illustrated in the caring attitude they display towards the pupils from the neighbouring special school who join them for lessons. Pupils are attentive, polite and courteous.
10. The school's provision for pupils' personal development is very effective. Pupils' spiritual development is very good, well underpinned by the school's aim of valuing each child and making them feel special. Pupils possess a clear sense of who they are and their place in the world. Assemblies are used well to support this work. Pupils' social and moral development is also very good. They take their responsibilities for helping in the development of the school very seriously indeed, showing an excellent understanding of community living and values. Pupils' cultural development is very well promoted, benefiting from its effective integration into most subject plans and the provision of whole-school events such as the celebration of the Hindu festival of Diwali. The lack of visits, and visitors connected with other religious faiths is a missed opportunity to extend pupils' cultural development further.

Attendance

Rates of attendance are well above average and have been for several years. Nearly all pupils arrive very punctually for school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Bangladeshi
Black or Black British – African
Chinese
Any other ethnic group
Parent/pupil preferred not to say

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
277	0	0
1	0	0
2	0	0
3	0	0
2	0	0
1	0	0
1	0	0
1	0	0
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 is **very good**. Teaching and learning, and assessment, are very effective. The curriculum is very good. Support for pupils is very good and they are very well cared for. Partnership with parents works very well; community links are good.

Teaching and learning

Overall, the quality of teaching and learning is very good throughout the school. Assessment is also very good overall.

Main strengths and weaknesses

- The teaching of basic literacy and numeracy skills is very good
- Teaching assistants work very effectively in partnership with the teachers
- The vast majority of pupils are highly motivated, and learn very well
- Homework is used very well to support pupils' learning
- Assessment is used very effectively to track pupils' progress and set achievement targets
- Opportunities for pupils to assess their own progress are not sufficiently developed
- The marking of pupils' completed work is of variable quality

Commentary

11. The quality of teaching and learning has improved significantly since the last inspection, especially in Years 3 to 6 where it was previously unsatisfactory. Very effective professional training and support for teachers have been instrumental in bringing about this recent improvement. Three lessons seen were excellent, one in Years 1 and 2 and two in Years 3 to 6, each lesson being a model of meticulous planning, outstanding implementation and matching levels of pupil learning and achievement. The one unsatisfactory lesson seen did not enable pupils to make sufficient progress in their learning.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	24 (63%)	8 (21%)	2 (5%)	1 (3%)	0	0

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

12. Very positive relationships between adults and pupils exist in all classrooms, radiating trust, respect and an eagerness to learn. Pupils enjoy a challenge and are not afraid to make mistakes. They work within an atmosphere of encouragement and high expectation.
13. Teaching and learning for the Foundation Stage children are very good. The support and guidance provided by all the adults involved give children confidence and security. They experience a wide range of challenging activities that successfully stimulate their interest and engagement. Children are very responsive, listen carefully, and as a result, achieve very well.
14. Planning for literacy and numeracy is very effective, not just for English and mathematics lessons, but right across the curriculum. The range of contexts in which basic skills are now taught has had a considerable impact on pupils' motivation, as has the wide variety of strategies used to promote their learning. They find learning fun, and are confident in their own abilities, but not overconfident. Teachers demand very high standards and have made significant progress in translating these expectations into class, group and individual pupil targets. The rise in standards in writing, especially in Years 1 and 2, since the last inspection followed the successful introduction of individual writing targets.

15. The majority of teaching and learning in other areas of the curriculum is equally effective. Teaching observed in science lessons was very effective because pupils learned through first hand experience, setting up and analysing the results of their own investigations. Teaching and learning in ICT, history and geography benefit from a similar focus on developing knowledge and skills in relevant and realistic contexts. Pupils feel a purpose in what they are doing, with teachers ensuring that appropriate levels of challenge are consistently built into the planning as pupils move from class to class. The high standards achieved in music are directly attributable to the expertise and commitment of the specialist teacher. Likewise, the most effective teaching in physical education is very precise about the skills and techniques to be taught and the levels of performance expected. No teaching was seen in art and design or design and technology.
16. Very occasionally, teaching and learning are less effective when the lesson objectives are not well enough supported by appropriate strategies for achieving them. The level of challenge drops, pupils show signs of restlessness and make slower progress.
17. The teaching of pupils with special educational needs, and other pupils needing extra help, is very effectively supported by a group of well-trained and highly committed teaching assistants who work in close partnership with teachers. Other adults working in classrooms are similarly well prepared by teachers and add value to the quality of teaching and learning.
18. Assessment is very good overall, and has been a major factor in raising standards since the last inspection. The school now has high quality systems in place for tracking pupils' progress in literacy and numeracy, enabling the school to set targets, make predictions, identify areas of pupil need or underachievement and support teachers with training where necessary. Similar developments, on a lesser scale, are currently working effectively in science, ICT, history and geography and are currently being developed for the other subjects. Assessment in lessons is carefully built into lesson planning and is used well by teachers to adapt their plans on a daily basis. Feedback during lessons is very well targeted to support, encourage and let pupils know how they are performing and how they might extend their learning. Marking of pupils' completed work is less consistently effective in all four of these aspects. The school has identified pupils' self-assessment as an area for development. At present, practice is variable. Some teachers do it well, inviting pupils to assess their own progress, especially where individual pupil targets have been identified. Others miss opportunities. For example, when reviewing learning at the end of lessons, they take control themselves, leaving the majority of pupils to listen rather than reflect.

The curriculum

The overall quality of the curriculum is very good. Opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The breadth of curricular opportunities is very good
- Opportunities for enrichment are very good and enhance pupils' learning, except in religious education where they are less well developed
- Curriculum development, including innovation, is very good
- Provision for pupils with special educational needs and for pupils with English as an additional language is very good
- Equality of access and opportunity for all pupils is very good.
- Very good provision is made for pupils' personal, social and health education
- The match of teachers and support staff to the demands of the curriculum is very good

Commentary

19. The curriculum meets statutory requirements, including provision for religious education. Issues from the last report have been fully addressed. The breadth and balance of the curriculum have improved from unsatisfactory to very good. The time allocation for each subject, which was insufficient in geography, history and design and technology in Years 3 to 6, is now adequate. Well-managed innovation includes a new curriculum, based on excellence and enjoyment, special days, science weeks, nature projects, study support, sports partnership and specialist events. The computer club is working on the establishment of a website. The impact of the new curriculum, with its emphasis on key skills and active learning, has contributed to the raising of standards across the curriculum, through carefully planned links between subjects.
20. The provision for pupils with special educational needs, pupils with English as an additional language, and lower attainers generally, is very effective, reflecting the school's active commitment to inclusion and equality of opportunity. Pupils are very well supported, individually and in groups, by very well prepared teaching assistants and other adult help. The sharply focused targets for these pupils enable them to achieve well. The more able pupils are, in the main, well catered for through teachers' very good lesson planning.
21. There is a wide range of visits and visitors to the school, which broadens pupils' skills and has a positive effect on standards in all areas of the curriculum, except religious education where such enrichment is very limited. The school has links with the local vicar, but not with leaders of other faiths. Strong links with the local secondary school strengthen pupils' skills, particularly in sport. Visiting pupils from the special school on site benefit from the new curriculum. There is a very good range of extra-curricular activities, including participation in local events, for a school of this size.
22. Pupils' personal, social and health education and citizenship and, where appropriate, sex and drugs awareness, are very well provided for. The school promotes equality of access to the curriculum very effectively for all pupils. Leadership, responsibility, co-operation, trust, respect and enjoyment are encouraged. Individual differences and achievements are encouraged and celebrated. As a result, pupils are keen to accept responsibilities, conduct class councils, express opinions and recognise and support the needs of others.
23. The match of teachers and support staff to the demands of the curriculum is very good. They have a broad range of knowledge and experience, enabling all aspects of the curriculum to be covered very well. Teaching assistants make a valuable contribution to curricular provision, particularly in enabling pupils who experience difficulties to access the curriculum. Accommodation and resources are good. ICT provision has been strengthened and the new library accommodation is much improved. Further significant improvements are soon to be commenced. Pupils' work is attractively displayed and celebrates their achievements, creating a stimulating and well cared for environment.

Care, guidance and support

The school makes very good provision for pupils' welfare and health and safety. Support and guidance for pupils are very good. The school successfully seeks pupils' views and involves them in its work and development.

Main strengths and weaknesses

- Pupils feel very secure; relationships between children and adults are excellent
- The school listens and responds to pupils very well
- Health and safety arrangements are extremely thorough
- Staff are in need of updated training for child protection.

Commentary

24. The school has a very strong commitment to the care, welfare and safety of pupils and supports and guides them very effectively. Weaknesses from the last inspection have all been resolved. The school has satisfactory procedures to safeguard pupils while using the Internet.
25. The school has created a very effective climate in which pupils feel well supported. Pupils know that they can go to an adult with a concern, confident that it will be sorted out. Children starting school settle quickly and adapt very well to the routines. Parents find teachers very approachable. The large numbers of pupils who join the school at other than the normal time receive very good pastoral support.
26. Monitoring of pupils' personal development remains very effective, and has recently been extended to involve non-teaching staff in keeping more formal records about pupils. Procedures for monitoring and guiding pupils' academic progress, unsatisfactory at the last inspection, are now a strong feature of the school's commitment to high achievement.
27. Risk assessment, which was an issue at the previous inspection, is now carried out routinely for many aspects of school life. The child protection policy is well established. The school's highly supportive ethos encourages pupils to voice their worries. The school is aware of the need for all staff to undertake further training in child protection. Action is currently being taken to address this.
28. Pupils' views are genuinely listened to, both informally and more formally through the class and school councils. The school council very effectively enables pupils to participate in the work of the school and to feel valued.

Partnership with parents, other schools and the community

Links with parents are very good; links with the local community are good overall.

Main strengths and weaknesses

- Most parents feel very positive about the school, as does the school about parents' contributions to school life and to their children's learning
- The link with the neighbouring special school is particularly effective in helping to promote pupils' social and moral awareness
- Community links, though well developed in some aspects, are fairly limited in others
- The targets on pupils' annual progress reports are not consistently enough focused on pupils' learning, as opposed to their personal development

Commentary

29. The school's partnership with parents is much stronger than at the time of the previous inspection. Parents feel that the school has improved greatly in recent years and communication is now very much better than it was previously.
30. Parents are satisfied with virtually all aspects of their children's education, except for a significant minority who feel they are not sufficiently well informed about how their children are getting on. Inspectors found no compelling evidence to explain, or justify, this concern. The school provides parents with three opportunities in the year to meet with the class teacher. By parents' own admission, the school is very approachable and provides them with good opportunities to speak with class teachers informally. On the other hand, information provided in pupils' annual written reports, whilst fairly detailed, sometimes lacks precision about what pupils need to do next in their learning. There is a tendency for targets to focus too much on pupils' personal development.

31. The school works well with parents, enabling them to give their children good support with their learning. Initiatives such as the home reading awards scheme are very helpful in this respect. Quite a number of parents help in classrooms, to good effect. The school already makes very good use of questionnaires to elicit parents' views, and is developing this further by extending the role of the Friends' Group to include greater consultation. Links with other schools have been developed very well and are very effective at all points of pupil transfer, as well as in sharing and promoting ideas to enhance the school's provision through a local schools' network. The link with the special school is of particular note because of the benefit to pupils' personal development.
32. The school's provision benefits significantly from some good community links, notably in sport and music. However, the range is limited by the lack of industry and business links and the absence of links with representatives from other religious faiths. The community benefits from opportunities provided by the school to use its facilities and attend courses that it runs.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher leads and manages the school very well, very ably supported by key staff. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has an excellent vision for the future development of the school and is very ably supported by key staff
- Very efficient management systems reflect the emphasis on self-evaluation and the monitoring of performance data
- Approaches to financial management are very good and the management of the budget is excellent
- The governing body is supportive of the school but needs to take a greater role in shaping its vision and direction

Commentary

33. The headteacher is a very effective leader. Her sense of purpose and vision for future development are excellent and are evident in the school's strategic planning. With the strong support of the deputy headteacher, senior staff and local education authority, she has successfully raised standards in teaching and learning. She has redefined the responsibilities of the staff in managing school improvement and has developed a very effective team, based on a framework of shared values. Leadership of the curriculum and teaching is very good, with a strong commitment to raising pupils' standards and achievement. The success of the innovative new curriculum is an example of the school's determination to improve the quality of pupils' learning. There is a very strong commitment to equality of access to the curriculum and the development of pupils' full potential, self-esteem and independence.
34. The management of the school is very good. Subject management has been significantly and successfully developed in terms of delegated responsibilities, particularly in terms of the subject leaders' role. Assessment, monitoring and evaluation procedures are now highly effective in raising standards, particularly in English, mathematics and science. They provide clear evidence of achievement, and lead to further improvements in the quality of education provided. Monitoring of teaching and learning, carefully and regularly carried out by senior staff, is very well used to evaluate and identify areas for further improvement. The school manages the recruitment, retention, deployment and workload of staff very well. Induction procedures, performance management and the continuing professional development of staff are very effective in bringing about improvement. The school's very good links with teacher training colleges are mutually beneficial to the teachers in training and to the school.

35. The governance of the school is satisfactory. The governing body is very supportive of the school and understands its strengths and weaknesses. Many governors give generously of their time and varied experience, in support of the school. The headteacher provides data for the governors and they are beginning to link this information to the school's improvement plan and its priorities. Further development of their monitoring role would better enable them to hold the school to account for the standards that it attains and prepare them to take difficult decisions, when necessary. They have fully addressed the issues identified in the previous inspection report and ensure that the school fulfils its statutory duties.
36. Financial management continues to be of very high quality. The contribution and commitment of the school finance and administration officer are exemplary, as evidenced by the recent internal audit. The management and use of resources based on the principle of obtaining best value for money are also very good. Given that the school's annual income is much lower than the income of schools of similar size and background, its funds are managed with great skill and prudence. The school provides good value for the monies it receives.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	692,675
Total expenditure	689,008
Expenditure per pupil	2319.89

Balances (£)	
Balance from previous year	71,150
Balance carried forward to the next year	74,817

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **very good**.

37. The attainments of children entering reception are above average overall. By the time they leave reception they attain standards that are above those expected for their age in all six areas of learning. Children achieve very well because the teaching is consistently very good. There is a very effective blend between activities initiated by the children and those that are led by teachers, all of which are appropriate to the children's age and stage of development. The curriculum is very well planned to link together all areas of learning and gives children a very good start to school life. The provision is very well managed and children's progress is carefully monitored.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships throughout the Foundation Stage are very positive
- Adults provide very good role models
- Children have very good opportunities to develop independence

Commentary

38. Children achieve very well because they settle into school life rapidly. Well-established routines and clear expectations of staff provide stability and security for them. As a result of the very good teaching, most children are on track to exceed the goals set for them in this area of learning by the time they start in Year 1. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings. Children know that they must listen when someone is speaking. The adults are very good role models, listening closely to what young children have to say and showing that their contributions are valued. Children know and respect classroom rules and behave very well. As they work and play together children acquire a wide range of skills and begin to take responsibility for their own actions. They develop initiative and independence in selecting resources, tidying away and making choices in their work.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Skills in speaking, listening, reading and writing are introduced in exciting ways so that children achieve high standards in communication, language and literacy

Commentary

39. Most children will have achieved the early learning goals by the time they leave reception. Achievement is very good because teaching puts an emphasis on clear diction and recognition of names and sounds of letters, which encourages children to read and write independently. Children frequently read and 'write' in their play activities, for example when playing in the 'Japanese Restaurant'. As a result, most children are on course to write simple sentences without help by the end of the year. There is a very good range of books available for children to look at, enjoy and share with each other and adults. They talk about the characters in

stories, for example 'The Giant Sandwich'. Children listen carefully to favourite poems such as 'Jelly on a plate' and then try to re-write poems of their favourite food which they have put onto a plate, for example, "Pancake in a pan, pancake in a pan" They quickly understand what they have to do and excitedly put in different words to represent their favourite food. The development of reading skills is a high priority and is well supported by parents. Children learn to read from a very early age and are becoming confident in handling books, and are making very good progress with their reading.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers provide a wide range of activities to develop and strengthen children's knowledge of number
- Children learn to use mathematical vocabulary very quickly

Commentary

40. Teaching and learning are very good, enabling children to make rapid progress and achieve very well. Most children are on course to achieve the goals set for them by the end of the year. Teachers develop children's understanding of number and shape through carefully planned practical activities that are often linked to other areas of learning. For example, children begin to use appropriate language such as 'bigger than' and 'smaller than' as they count the number of jumps they need to make to reach 8 when starting on 5. They learn to estimate the number of jumps they need to take and then test this by jumping to see if they are right. Good use is made of whiteboards to write down numbers and strengthen children's learning. Teachers, teaching assistants and the nursery nurse, use every opportunity to reinforce mathematical understanding and language through stories, rhymes, songs, games and imaginative play. Good use is made of computers to promote children's mathematical development. Children enjoy counting and identifying numbers using familiar programs, enabling them to make good progress in recognising and eventually combining numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of activities gives children a very good awareness of the world around them

Commentary

41. Achievement is very good; most children make very good progress and are on course to reach the goals expected of them nationally by the end of the year. Children enjoy using their senses as they taste, smell and feel different Japanese foods. Children try to eat noodles and rice with chopsticks and compare them with eating with a knife and fork. Good use is made of language to describe different Japanese foods before and after they are cooked. Children continue to develop an understanding of Japanese food as they engage in role-play in the 'Japanese Restaurant'. They are given many opportunities to play with a range of small world toys and building bricks. Skills in ICT are reinforced as children use prepared programs on the classroom computer. Teachers frequently use the computers in the classroom, as well as the school's computer suite, to develop children's mouse and keyboard skills. Children are introduced well to different cultures and faiths.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good use is made of the indoor learning area to enable children to move with confidence and to show a developing awareness of space
- Their manipulative skills for handling pencils and paintbrushes are developing well
- There are limited outdoor play facilities for children

Commentary

42. Children achieve very well in this area of learning because of the very good teaching they receive. They are on course to achieve the early learning goals by the time they leave reception. They have lots of opportunities to cut materials using different tools, and to join these in different ways, for example when they make collages of their favourite food. Control over paintbrushes and pencils develops well through good guidance from adults. In the hall, children continue to familiarise themselves with routines and explore what their bodies can do as they run, jump, hop, bounce and travel in different ways, in care and safety for each other. Children happily engage in role-play as they play in the 'Japanese Restaurant' inside the classroom. However, the outdoor area available to them is small and under-resourced and this limits the range of activities open to them. Addressing this shortcoming is one of the priorities in the current school improvement plan.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are given lots of opportunities to express their ideas through experimenting with a good range of media

Commentary

43. Children are on course to achieve the early learning goals in this area of development by the time they leave reception because staff promote children's creativity very well. Their achievement is very good. Children talk to each other as they make a paper plate collage of a favourite meal and make a Mother's Day card using different coloured pasta and rice. Children use their manipulative skills well as they fold their chosen coloured paper to make an Origami dish that they will fill with flapjack to present to their mothers on Mother's Day. Staff are careful to set up activities that are equally appealing to boys and girls, encouraging children to play imaginatively and co-operatively. Children join in enthusiastically with traditional rhymes and songs with actions. They enjoy listening to music and respond well to the different moods it creates.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Literacy skills are taught very well across the curriculum
- Well-developed assessment and tracking procedures are used very effectively in response to individual needs
- The strong emphasis on the teaching of basic skills enables pupils to achieve national expectations and above
- Additional literacy support is proving very beneficial to those who need it
- Standards in writing are still not high enough in Years 3 to 6

Commentary

44. Standards in the current Year 2 in reading, writing, and speaking and listening are above national expectations. Standards in Year 6 match the national average. This is broadly in line with the school's performance in the 2004 national tests. Although the challenging targets set for English in 2004 were not reached, the gap between targets and actual achievement was, and continues to be, much reduced. All pupils, including pupils with special needs, make good progress and achieve well. Following a period of declining standards, the strategies put in place to raise standards in English have led to significant improvements.
45. Standards in speaking and listening are above those expected of pupils in Year 2, due to effective staff training and increased opportunities for pupils to develop their speaking and listening skills across the curriculum. Standards in Year 6 match those expected for pupils of this age. The extension of the current training in Years 1 and 2 to staff in Years 3 to 6 is designed to develop pupils' confidence in speaking to an audience. Most pupils contribute well to class discussions. They listen attentively for sustained periods of time, respecting the contributions of their peers.
46. Standards in reading are above those expected of pupils in Year 2 and Year 6. Very good assessment and tracking procedures have been instrumental in raising standards. The introduction of a strong focus on reading and writing in alternate weeks has led to greater emphasis on key skills and consequent improvements in reading. There are opportunities for individual and group reading in most areas of the curriculum. The improvement in library provision and visits to the local library have also helped to raise reading standards. Most pupils are well supported in their reading at home.
47. Standards in writing are above average in Year 2. Standards in Year 6 are average. Although pupils are making good progress, standards still need to improve, especially in the number of pupils attaining the higher level 5. The strong focus on writing in alternate weeks and increased opportunities for writing across the curriculum are beginning to have a positive impact on standards. Pupils are developing the ability to write at length, using extended sentences. Their progress in spelling is carefully tracked, and the results are used to address the needs of individual pupils. Pupils' handwriting is variable, and the school is introducing new procedures to address this. Displays are of a high quality and demonstrate the value that is placed on pupils' work.
48. The quality of teaching and learning is very good. Very good support for pupils with special educational needs, and pupils for whom English is an additional language, ensures their full inclusion, and leads to good achievement. Most pupils work very well, both independently and collaboratively. Very good assessment and tracking procedures enable teachers to have a very good understanding of pupils' individual learning needs. Teachers plan very effectively

and use a range of successful strategies to engage pupils' interest and to challenge their thinking. The marking of written work is inconsistent and pupils are not always given guidance on what they can do to improve further. There are increasing opportunities for pupils to assess their own learning. The school has identified this area for further development.

49. Leadership and management are very good. The subject leaders have a very clear vision for future development and have created a very effective team. Leading by example, they have successfully implemented new approaches to learning, in order to raise standards further. The curriculum is enriched by the use of interactive technology, drama and special events. Improvement since the last inspection has been good. Issues from the last inspection have been fully addressed.

Language and literacy across the curriculum

50. Very good opportunities are provided for pupils to use their language and literacy skills in other areas of the curriculum. There are particularly good examples in geography, where pupils are encouraged to record their work in a variety of interesting ways. Focused discussions, drama and role-play enhance pupils' speaking and listening skills and develop their confidence and self-esteem.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Overall, the quality of teaching and learning is very good
- Very effective assessment and monitoring procedures have been instrumental in raising standards, though the quality of marking remains too variable
- Previous weaknesses in pupils' problem-solving skills have been successfully tackled; mathematical learning across the curriculum is very well developed
- Pupils needing extra help are very well supported
- Mental arithmetic sessions are often of very high quality, but in a small number of classes they lack pace and challenge for the more able pupils
- Opportunities for pupils to assess their own learning and progress are under-developed

Commentary

51. Standards in Year 2 are above average, and in Year 6 are in line with national averages. This broadly matches the school's performance in the 2004 national tests, and continues the upward trend in the school's results since 2002, particularly the Year 6 results which had declined to well below average by 2002. The measures put in place to halt this decline have been highly effective. Underachievement in Years 3 to 6 has been largely eliminated, though it is still evident in the performance of some of the girls. Overall, pupils achieve well.
52. Previous weaknesses in using and applying mathematics and in mental arithmetic have been successfully tackled. The majority of Year 2 pupils work confidently with numbers up to 1000, while the older pupils enjoy the challenge of tackling number puzzles that involve quite complex calculations. Most mental arithmetic sessions are now sharp and well focused, offering a real challenge to pupils' knowledge and understanding of number. In a few sessions, though, this challenge slips when a majority of pupils spend too much time waiting for other pupils to receive help. Summaries at the end of lessons show similar strengths and weaknesses. When pupils are given the opportunity to assess their own progress, they do so confidently and accurately, but these opportunities are infrequent.
53. Teaching and learning are very good, overall. Teachers are very well supported by the teaching assistants and other adults in the classrooms, enabling pupils needing support to

achieve well and make good progress. Most prepare their lessons very carefully, incorporating plenty of challenge and stimulus, for pupils of all abilities. Pupils respond very positively to the demands made of them. They know how to work independently and co-operatively. Assessment in lessons is very effective and used well to plan future lessons and set class and group targets. However, teachers' marking of pupils' completed work tends to make insufficient use of these targets to help pupils see what progress they have made and what they may still need to do. Homework plays a very positive part in raising standards because it is specifically built into teachers' lesson planning.

54. Leadership and management are very good. Significant improvements have been made since the last inspection in planning, teaching, assessment, monitoring and evaluation of performance, and not least in pupils' achievements. Analysis of performance data is undertaken with meticulous care, enabling the school to target its resources for raising standards very effectively. Improvement since the last inspection has been good, especially in Years 3 to 6 where a lot of ground has been successfully made up.

Mathematics across the curriculum

55. Opportunities for pupils to use and apply their mathematical knowledge and skills in other subjects are well planned within the new curriculum. In science and geography, pupils gather and record data very effectively, in some cases making use of the computer to present their findings. However, no use of, or reference to, computers was made in any of the mathematics lessons seen during the inspection. Two had a focus on data-handling.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is a very good emphasis on scientific enquiry and pupils have very good attitudes to their work because of the practical nature of lessons
- Much of the teaching and learning is very good
- Leadership is very good because the subject co-ordinators lead by example in their teaching and have a very good knowledge of what needs to be done

Commentary

56. Standards are above average in Year 2 and Year 6, and pupils achieve very well. This matches the school's performance in the national assessments in 2004. All but two Year 6 pupils reached or exceeded the national standard (level 4) for their age, which represents a sharp rise in standards since 2002. These improved standards are being maintained by the current Year 6 pupils.
57. Teachers provide pupils with many opportunities for practical exploration in lessons, reflecting the school's current focus on further improving pupils' investigational skills. Activities are well planned and structured so that pupils build on their knowledge, understanding and skills at a very good rate. This approach has a very positive effect on pupils' attitudes to science, which further enhances their performance. Pupils are highly motivated, work hard and show their enthusiasm for new learning.
58. Pupils' scientific thinking develops well, as seen in the Year 2 pupils' work on designing a healthy meal. Pupils showed a good understanding of what makes a healthy balanced meal and why it is necessary to eat in a healthy way. Having designed their own healthy meal using a range of different foods, pupils were able to articulate reasons for their choice, drawing on their prior knowledge and observations. Teachers ensure that pupils' investigative skills are firmly rooted in the development of their scientific knowledge. Investigating how to make

polluted water clean, Year 6 pupils had to decide which processes they were going to use, leading to an in-depth discussion about which filters they were going to test and how they were going to test them. They understood the concept of, and reasons for, 'fair testing'.

59. The quality of teaching and learning is very good. Teachers' stress the correct use of scientific terms when pupils talk about their ideas, and use questioning very skilfully to stretch pupils' thinking. They emphasise accuracy and precision, requiring pupils to present and record their investigation findings to a high standard. As a result, pupils organise their writing very well, presenting in scientific style a clear picture of their methodologies, predictions and conclusions.
60. Leadership and management are very good. The co-ordinators lead by example. The provision across the school has been carefully reviewed and revised and areas for further development identified. The present emphasis on developing pupils' investigative skills is having a very positive impact on raising standards which are significantly improved since the last inspection, notably in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average and pupils' achievement is very good
- Very good management has ensured that the subject is well resourced, including a well-equipped computer suite
- Teachers and teaching assistants are well supported and have up-to-date knowledge and skills in ICT

Commentary

61. There has been good improvement since the last inspection. Standards by the end of Years 2 and 6 are above national expectations for pupils' ages. All pupils, including those with special educational needs, achieve very well and make very good progress in their acquisition of ICT skills.
62. Teaching is very good. Teachers and teaching assistants are confident in ICT. They demonstrate techniques clearly, often using the control computer to reinforce learning. Teachers encourage pupils to investigate computers and this helps pupils to learn from their mistakes. Teachers ensure a focused atmosphere in lessons and this makes pupils keen and eager to learn. This was well illustrated in a Year 2 lesson, in which pupils made very good progress in their ability to use the flood fill tool to create highlights of colour.
63. Similarly in Year 5, pupils used their reasoning skills very well to discuss how they were going to make their model clown juggle for five seconds, make the ball spin and the lights flash in sequence. Pupils effectively evaluated what they had done and made decisions as to what they could do to make the lights work better. Pupils enjoy their work in ICT and are very confident in accessing programs, in using tool bars and drop down menus, and in retrieving and saving data. They use control technology very well because they are confident and know what they have to do.
64. Leadership and management are very good. Resources have been updated and teachers and teaching assistants have received in-depth training. This has improved teachers' knowledge and confidence and helped to raise standards. Very effective use is made of ICT throughout the school, such as in the creation of a school website which pupils can access safely from home, and in the use of the school's assessment system which continues to be developed. Interactive whiteboards have made a very positive contribution to teaching and learning.

Information and communication technology across the curriculum

65. The use of ICT across the curriculum is good. Pupils benefit from plenty of opportunities to practise and improve their ICT skills in other subjects, within a wide range of different contexts. Word processing is used well in literacy, as is the experience gained of organising and presenting different types of written information. Pupils use their knowledge of ICT to present data in their numeracy work and as a research tool in history. *Paint* programs are used well to further develop pupils' skills in art and design.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- The new curriculum, based on excellence and enjoyment, is having a very positive impact on standards
- The emphasis on key skills successfully encourages independent learning

Commentary

66. Standards are above expectations in Year 2 and Year 6. Pupils of all abilities make good progress and achieve well due to the strong emphasis on the development of key skills and very good teaching and support.
67. A joint lesson consisting of pupils in Year 5/6 and Year 2 highlighted these strengths. Pupils in Year 5/6 had previously worked in groups to draw maps of a French town to scale (1cm:25m), with key features and co-ordinates. Their aim was to help pupils in Year 2 to find their way around the town, using directions, turns, co-ordinates, symbols and keys. Despite the fact that a very high proportion of pupils in the Year 5/6 class have special educational needs, they approached this challenging task with determination and enthusiasm, drawing on their previous learning to help them. Pupils in Year 2 were carefully prepared for the session. When the two classes came together, the project proved highly successful, not only in the development of pupils' geographical skills and understanding, but also in developing their speaking, listening, and social skills, and their confidence and self-esteem. Pupils in Year 2 successfully answered five or ten key questions, according to their ability. They also evaluated the maps drawn by Year 5/6 pupils, noting two strengths of the maps and one point for further development.
68. Overall, teaching is very good. It was very good in three of the four lessons observed, but unsatisfactory in one where the teacher's lesson plan was not well enough thought through. Strengths of teaching are teachers' very good subject knowledge, their ability to engage pupils' interest, and their high expectations. The school's emphasis on geographical enquiry skills and mapping skills leads to very good gains in pupils' knowledge, skills and understanding. The quality and range of learning opportunities are very good. Pupils apply their literacy skills through discussions, asking geographical questions and researching the answers. Pupils' work in Year 6 demonstrates good knowledge of scale maps, population charts, map reference co-ordinates and the creation of scale models of European countries, using height measurements accurately to an appropriate scale. Very good use is made of interactive technology in support of learning.
69. Leadership and management are very good. The subject leader has introduced the creative curriculum very effectively and has gained the enthusiastic support of both staff and pupils. Thorough and constructive assessment is used very well to respond to individual pupils' needs.

Significant improvements in standards, progress, teaching, resources, leadership and management have been achieved since the last inspection, especially in relation to Years 3 to 6.

History

70. Too little teaching was seen to enable an overall judgement about the quality of provision to be made. From the other evidence available, and one lesson observed in Year 3/4, standards are consistently above nationally expected levels by Year 2 and Year 6. Work on Florence Nightingale in Year 2 showed that pupils possessed a good factual knowledge of her life, and an effective understanding of how we gain our knowledge of the past. Their own research included the use of the Internet.
71. The deficiencies found in the Year 3 to 6 provision at the last inspection have been very effectively tackled. Time allocations for the subject are now sufficient. History is very well catered for in the new curriculum, providing a much better balance between historical content and skills development. In the one lesson seen, pupils were rigorously challenged to research a wide range of topics on the Egyptians, using well-prepared resources, and their previous learning. Pupils' attainment was above average. Very good literacy and ICT links are consistently well planned into the provision throughout the school.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Effective teaching provides good opportunities for pupils to debate issues and explore their ideas
- Whilst pupils learn about a good range of different faiths they do not benefit from visiting different places of worship, or receiving visitors into the school

Commentary

72. Standards meet the expectations of the locally agreed syllabus. Pupils of all abilities make good progress and achieve well because of the good teaching. This represents a modest improvement since the last inspection.
73. Only one full lesson in Years 3 to 6 was seen, and a small part of a lesson in Years 1 and 2. Teaching and learning in both lessons were good. Pupils were able to explore ideas and extend their understanding through discussion. In the Year 1/2 lesson, pupils talked about what they thought a leader should be. Subsequent role-play then gave pupils an insight into how a leader should behave. Pupils carefully listened as the teacher read the story of the loaves and fishes and talked about why Jesus was a good leader. Because they are interested, they are keen and eager to take part and they use their discussion skills very well.
74. By Year 6, pupils are very proficient in providing well-reasoned arguments to back up their views. In the lesson seen, the teacher expected and encouraged pupils to engage in thoughtful debate. Pupils effectively discussed and described the feelings of Jesus when he knows that he has been betrayed by his disciples. They succinctly summarised their thoughts and feelings and were able to present these to others in the class. They were able to relate events that occur before and after Easter.
75. The locally agreed syllabus is satisfactorily covered. Pupils learn about a good range of faiths and make connections between them as well as recognising differences. The whole school takes part in a celebration of the Hindu festival of Diwali. Pupils also learn about the initiation ceremonies in Christianity and Judaism. Each contributes well to pupils' cultural awareness

and development. However, the curriculum lacks the enrichment found in other subjects. There are few visits to places of worship other than the local church, and too few visitors from other faiths invited to support this aspect of the school's provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

76. No overall judgement about the effectiveness of the provision can be made as no lessons were seen. Evidence from pupils' completed work, display and teachers' plans show that weaknesses in the range of provision identified at the last inspection have been successfully addressed through the new curriculum, including the previous neglect of three-dimensional work.
77. There is good provision for the full range of art and design skills, making good use of the differing contexts provided by other subjects. For example, Year 2 pupils use a previously made line pattern as a model for their ICT work. Work in pupils' art portfolios shows that they are taught a good range of techniques and use these to good effect. In Year 5, pupils sketch life-sized hands, photograph them and evaluate them as a group. They acquire the techniques of rolling, cutting and manipulating clay to make hands using the style of Picasso. Pupils use the Internet for research purposes, and produce a *PowerPoint* presentation of their year's work.

Design and technology

78. There was insufficient evidence to make an overall judgement about provision. Teachers' plans and pupils' completed work indicate that there are good links with other subjects. Pupils in Years 1 and 2 learn about fruit salad and link this to their work in science on health and growth. Year 3 pupils use their knowledge of pneumatics to enable the models of monsters they construct to open their mouths, again drawing on their learning in science. In Year 4, pupils design a Viking game, making use of their knowledge from history lessons. Year 6 pupils design and make a fairground ride, applying their mathematical skills to ensure that their designs use accurate measurements. From the evidence seen, standards in Years 3 to 6 are no longer below average, and the previous neglect of the design and evaluation aspects of the subject has been successfully addressed.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Specialist teaching throughout the school promotes above average standards and good achievement for all pupils
- Extra-curricular music, and opportunities to perform, make a very effective contribution to pupils' musical experience

Commentary

79. Standards are above national expectations in Year 2 and Year 6. Very good teaching, by a specialist teacher, combined with the presence of a significant number of talented musicians in most classes, leads to good progress and achievement. Improvement since the last inspection has been good, particularly with regard to assessment and the use of ICT.
80. Teaching is very good. It was very good in the two lessons observed. Pupils in Years 1/2 made progress in their ability to perform simple accompaniments to a steady pulse. They sang and performed with an awareness of others. Their cultural development was enhanced through the

learning of new songs from India and China. Pupils in Year 6 sang very well in unison and in a round. They demonstrated a good understanding of ostinato and how music reflects time and place. They improvised with confidence and knowledge, revising and improving their work. Strengths of teaching are the teacher's experience and subject knowledge, her ability to engage and challenge pupils, and her insistence on high standards. Pupils enjoy music and apply themselves very well to the task in hand. Their learning is very good, as a result. Singing and performing are strengths of the school. Assessment of pupils' progress is very good and the results are used very well to respond to individual pupils' needs. Pupils are encouraged to assess their own achievement and consider ways in which they can raise their standards further.

81. Leadership and management are very good. The experienced and dedicated specialist teacher gives generously of her time in providing a curriculum that is substantially enriched by a range of additional opportunities. There is an orchestra, a choir and three recorder groups. Pupils have the opportunity to play the flute, clarinet, trumpet, saxophone, guitar, violin, piano, keyboard and percussion instruments. Some pupils have singing lessons. There are three musical performances by pupils annually, in school. They also take part in an annual concert for schools at the Central Hall and an annual singing festival at the Auditorium. Visiting musicians introduce pupils to a variety of orchestral instruments. The multicultural element of music is strong. Pupils are introduced to Roman, Anglo-Saxon, Viking, Tudor and Victorian instruments, as well as music from around the world. Talented pupils have the opportunity to join county music groups.

Physical education

82. Insufficient teaching was seen to enable an overall judgement about the quality of provision to be made. In the two lessons seen in Years 3 to 6, standards were above those expected for pupils of their age. Teachers made very clear the skills to be learned, and the techniques for acquiring them, enabling pupils to practise and improve their own performance, some to a high level. In one of the lessons, a greater focus on improving the quality of basic skills relating to posture, poise and balance would have enhanced the overall standard of performance. This was an area for development highlighted at the last inspection. The swimming records indicate that by Year 4 the majority of pupils are competent swimmers and a significant number are very good swimmers, reaching the top awards for their age.
83. The part lesson seen involving Year 1 and 2 pupils was not taught by a regular member of the school staff. Standards were satisfactory, but constrained by limitations in the effectiveness of the teaching. The school's timetabled provision is very well supported by a wide range of after-school activities, including participation in competitive events locally.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Evidence from lessons, teachers' plans, the school's high quality ethos and the very good standards reached by pupils in their personal development, indicates that the provision in personal, social and health education (PSHE) is **very good**. The school meets statutory requirements in its provision for health education.
85. PSHE lessons are built into each class timetable, covering a variety of carefully planned themes and topics. In the one lesson observed, a class of younger pupils discussed healthy eating, a theme carefully dovetailed into their learning in science, and also into their mathematics lesson. Teachers' plans indicate that PSHE lessons very effectively pick up and develop the themes introduced in religious education lessons and assemblies, enabling pupils to explore values and better understand their own feelings and emotions. Likewise, religious education lessons capitalise on opportunities to develop pupils' ideas about living in a community, such as the role of leadership and respecting the opinions of others. This learning is well reflected in practice in the school and class council meetings. All three council meetings attended were notable for the very confident and mature way in which pupils conducted their own business.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

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

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

The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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