

# INSPECTION REPORT

## **LEEMING RAF COMMUNITY PRIMARY SCHOOL**

Northallerton, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121333

Headteacher: Mrs C Potter

Lead inspector: Mrs J Stephenson

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> February 2005

Inspection number: 267200

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	210
School address:	Gatenby Northallerton North Yorkshire
Postcode:	DL7 9NQ
Telephone number:	01677 422675
Fax number:	01677 427149
Appropriate authority:	The Governing Body

Name of chair of governors: Wing Commander David Forster

Date of previous inspection: 26<sup>th</sup> April 1999

## CHARACTERISTICS OF THE SCHOOL

Leeming RAF primary school is situated 'behind the wire' on RAF Leeming, close to families' quarters. It is an average sized primary school that caters for pupils between the ages of four to 11 years. Nearly all of the children are from service families – mostly RAF, but more recently, Army. There is a very high pupil turnover. Pupil numbers fluctuate constantly and have ranged from 210 to 262 over the last two years. On occasions the parent working for the Service is deployed elsewhere and the remaining parent and children stay on camp. This means that family life is sometimes disrupted. Children arrive and leave the school most weeks. The average stay for each child is two years, although many come and go within less than a year. Currently there are 210 pupils in school. This is expected to fall even lower in October 2005 when a squadron is disbanded. Few pupils have attended the school for a whole key stage. There are no free school meals. Service children are not eligible for free school meals and therefore the 'similar' schools indicator to judge attainment at the end of Years 2 and 6 is unreliable and will not be used in this report. The percentage of pupils with special educational needs is below the national average. Currently there are four special educational needs children who are being integrated into school on a part-time basis and there are two more able and talented pupils. The vast majority of pupils are from white UK heritage backgrounds. The school holds a range of awards. These include an achievement award, the healthy school's award, the local education authority's (LEA) 'highly effective' award and the LEA's special educational needs quality mark award.



## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11368	Mrs K Lee	Lay inspector	
32569	Mrs D Teesdale	Team inspector	Mathematics Information and communication technology Citizenship Physical education Religious education
32094	Mrs J Bennett	Team inspector	Foundation Stage Science Art Design and technology Music
32179	Mrs M Armstrong	Team inspector	English Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Leeming RAF is a very happy school. It is very effective** and it gives very good value for money. Teaching is very good and is carefully matched to the different needs and abilities of all pupils. Leadership of the headteacher is outstanding. She has created a very effective team who work very well together to motivate and inspire pupils. The significant problem of very high mobility is successfully overcome by the very effective arrangements for introducing and settling pupils into school very quickly. As a result, all pupils achieve very well and, by the age of 11, standards in English, mathematics and science are well above average.

#### The school's main strengths and weaknesses

- All pupils are included in the life and work of the school and their individual needs and abilities are met very well.
- Very good teaching ensures that pupils learn very quickly, achieve very well and attain standards that are well above average in English, mathematics, science and personal, social and health education and citizenship (PSHEC).
- Provision for pupils with special educational needs is exemplary.
- Leadership of the headteacher is outstanding. She inspires staff to work very effectively as a team to motivate and interest pupils.
- The governing body is very effective and they challenge the school to achieve even higher standards.
- Support and guidance to all pupils is excellent. Each individual is highly valued.
- Excellent induction of pupils contributes to high achievement.
- Marking is inconsistent across the school so that pupils, other than those in Years 5 and 6, do not know what to do to improve their work.

The school has made very good progress since the last inspection. It has rectified the main weaknesses in curriculum very successfully and provision for pupils with special educational needs is now excellent. There have been significant improvements in leadership, management and governance. As a result, the quality of teaching has improved, all pupils achieve very well and standards in English, mathematics, science and PSHEC by the age of 11 are well above average.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A	A
Mathematics	A	B	A	A
Science	B	A*	A	A

*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.*

**All groups of pupils achieve very well.** On entering the reception class children make good progress when measured against their starting points. Their attainment is average in all areas of learning, except in speaking and listening and in personal, social and emotional



development where it is above average. Pupils in Years 1 and 2 achieve very well. In 2004 Year 2 test results were average in reading and writing and above average in mathematics and science. Pupil progress in Years 3 to 6 is very good. Year 6 pupils make rapid progress because teaching is very focused and sharp. As a result pupils attain standards that are well above average in English, mathematics and science. Many Year 6 pupils attain the highest level in all three subjects. All pupils attain very good standards in PSHEC because of the very good planned opportunities for pupils to share their thoughts and feelings. Standards in information and communication technology (ICT), religious education and art are above average. Older pupils build successfully on their previously acquired good history and geography skills and attain above average standards. Standards in all other subjects are in line with national averages and pupils achieve satisfactorily. Pupils with special educational needs make very good progress.

Pupils' personal development including their **spiritual, moral, social and cultural development is very good**. There are very good opportunities for pupils to improve their confidence and self-esteem. Pupils' behaviour is very good and they have very positive attitudes to work. They have a sincere concern and compassion for the feelings of others. Pupils are proud of their school and talk enthusiastically about their learning. Attendance is above the national average.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. Teaching and learning are very good.** Teachers' excellent commitment to each pupil ensures that their individual needs are met very well. Pupils are interested, motivated and keen to learn because teaching is lively and challenging. A good range of independent learning opportunities is offered to pupils to help them to become confident and mature learners. Pupils with special educational needs make very good progress because the teaching is well planned and they receive high quality, targeted support. Provision for these pupils is exemplary. The use of assessment is satisfactory. Although there is very good monitoring of individual pupil performance there is not yet a consistent approach to marking across the school to help pupils know precisely what they need to do to improve their work. The curriculum is good. Pupils' literacy, numeracy and ICT skills are developed well in other subjects. There are very good procedures for the care and welfare of pupils and all pupils receive excellent support and guidance. This shows in the very caring atmosphere, in the way that new pupils settle very quickly into school and in the excellent relationships that exist between adults and children. Links with parents, the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**The very good leadership and management are central to the school's success.** The headteacher provides outstanding leadership and has created very effective and ambitious teams. She is committed to providing the very best education for all pupils. Self-evaluation systems work very well because monitoring systems are well established and appropriate action is taken, particularly to further improve the quality of teaching. The Governing Body is very good. They effectively challenge senior managers to set targets that are high and achievable. All leaders have a strong commitment to equality of opportunity that results in a community where every child really does matter and pupils feel valued and happy.

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

Pupils have very positive views about their school. They like their school and their teachers. They get on extremely well with each other. Parents' views are mostly positive. A small

minority have some concerns about equality and fairness in school and the behaviour of some children. Inspectors found no evidence to support this. In fact the school takes very good account of pupils' varied life experiences and ensures that each individual pupil is highly valued.

### **IMPROVEMENTS NEEDED**

This is a very effective school and there are no significant issues for the school to address. However, to further improve pupils' learning the school should continue its priority of ensuring that marking and feedback are consistently good across all year groups.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

**Pupils achieve very well.** Children in the reception classes make good progress from their starting point. By the end of Year 2 standards in English are in line with national averages. They are above average in mathematics and science. By the end of Year 6 standards in English, mathematics and science are well above average. Standards have improved considerably since the last inspection.

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

- All groups of pupils achieve very well because teachers have high expectations and offer very good levels of challenge.
- By the end of Year 6 standards in English, mathematics, science and personal, social and health education and citizenship (PSHEC) are well above average.
- Pupils with special educational needs achieve standards that are well above those expected because they receive well-planned and targeted support.

#### **Commentary**

1. Despite the fact that pupil turnover in the school is very high and that many children have significant disruption to their lives, pupils' achievement is very good. This is partly due to the excellent arrangements for introducing pupils into the school but also because of the very good challenging teaching that takes particular account of the differing needs and abilities of all groups.
2. Children enter the reception classes with levels of attainment that are below average, although about a third of children are working in line with or above expectations. They make good progress overall and very good progress in personal, social and emotional education and speaking and listening skills because of the very good teaching and the well-planned activities. By the time they leave the reception classes the vast majority of children are expected to attain average standards.

#### **Key Stage 1**

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

Standards in:	School results	National results
reading	15.9 (17.6)	15.8 (15.7)
writing	14.9 (17.2)	14.6 (14.6)
mathematics	16.9 (17.1)	16.2 (16.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils in Years 1 and 2 achieve very well. In the national tests at the end of Year 2 in 2004, standards in reading and writing were average and in mathematics they were above average when compared with all schools. The school's very good tracking system shows that these pupils made good progress in reading and writing and very good progress in mathematics. At least a third of these pupils had only been in school for a year or less and many of them were of lower ability. These pupils who are now in Year 3 have made very good progress since taking their tests and are attaining

standards that are above average overall. Current standards in Year 2 are average for reading and writing and above average for mathematics and science. Pupils' achievement is very good.

## Key Stage 2

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

Standards in:	School results	National results
English	28.8 (30.0)	26.9 (26.8)
mathematics	28.8 (27.6)	27.0 (26.8)
science	30.2 (31.4)	28.6 (28.6)

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

- Pupils in Years 3 to 6 continue to achieve very well because they have been provided in Years 1 and 2 with a firm foundation for learning. In Year 6 pupils make rapid progress because of the very focused, sharp and targeted teaching. As a result all pupils attained excellent results in the 2004 national tests. All pupils attained at least level 4, the average level, and many of them attained the higher level 5. Results for English, mathematics and science were well above the national average and progress from Year 2 to Year 6 was very good. Current standards in Year 6 continue to be high in all three subjects. Higher attaining pupils and those who are more able and talented achieve very well because teachers know and understand their needs and levels of ability and therefore plan activities that challenge their thinking.
- Standards have improved since the time of the last inspection, particularly in mathematics. This is because there is careful evaluation of individual pupil performance to identify areas of weakness so that appropriate action can be taken where necessary. It is also because teaching has improved and pupils are well motivated and inspired to do their very best. Subject leaders also have good monitoring and evaluation skills and they identify effective practice to share across the school. The school's strategies for raising the achievement of boys in reading and writing have been very successful and this is reflected in the way boys engage very well in their learning. These measures are paying dividends and therefore standards in English, mathematics and science are higher than in the previous inspection.
- Annual targets for attainment in English and mathematics are set and based upon the school's prior performance. These targets are high and aspirational and reflect the very good expectations that the leadership and management have for pupils' achievements.
- Standards in pupils' personal, social and health education including citizenship are well above average. The work that the school does to promote PSHEC has a major impact on the very good achievement that all pupils make and the way in which they develop as responsible, caring young people.
- All pupils attain standards that are above average in religious education, ICT and art and design. This is because teaching is very good and pupils are offered good opportunities to talk about their work and to practise their skills. As a result, they are interested and motivated to do their very best. Younger pupils have good skills in history and geography. Older pupils successfully build upon these skills and attain above average standards. They use their writing skills particularly well to demonstrate their good historical and geographical understanding. Standards in design and technology, music and physical education are average.
- Leadership of all subjects is good overall and co-ordinators have good skills in evaluating planning, teaching and learning. However, there is insufficient focus on

systematically looking at pupils' work and as a result marking is not consistent across the school to help pupils to improve.

- Pupils with special educational needs also achieve very well. They make rapid progress because the school carries out detailed and thorough assessments of need on entry. This results in teachers being very clear about what pupils should learn and work is then matched very closely to their individual needs.

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

Pupils' attitudes and behaviour are **very good**. Pupils' personal development is very good and this is supported by the very good provision for spiritual, moral, social and cultural development. Attendance is good and punctuality is very good. **This is a very happy school.**

### **Main strengths and weaknesses**

- Pupils have very high levels of confidence and self-esteem.
- Pupils co-operate and work very well together because of the excellent relationships across the school.
- There is very good provision for spiritual, moral, social and cultural development.

### **Attendance**

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

Authorised absence		Unauthorised absence	
School data	4.3	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.*

### **Commentary**

- Attendance is good and punctuality is very good. Pupils enjoy school and have excellent attitudes to work. This helps them to learn very well and achieve highly. Pupils with special educational needs are very interested in their learning because activities are very well matched to their needs. Lessons start promptly and this results in pupils engaging very quickly in their learning. The school's excellent commitment to equality of opportunity means that all pupils know they are valued.
- Pupils make very good progress in their personal development. As a result of the very good teaching and well-planned activities in the Foundation Stage, most children exceed the early learning goals in personal, social and emotional development by the end of the reception year. All pupils communicate very well, are confident in their own abilities and have very high levels of self-esteem. This is because relationships throughout the school are excellent and all pupils know they are expected to treat each other with tolerance and respect. They listen carefully in lessons and this results in them being clear about what they are expected to do. Induction systems are very good and this helps pupils make friends, settle quickly and get to know school routines. This is particularly important because the school has a very high turnover of pupils.
- Behaviour is very good and this results in all pupils concentrating very well and working productively. They work very co-operatively on highly challenging tasks and show a

very high level of maturity. This is because the school provides them with a good range of opportunities to develop independent learning skills. For example, in a Year 6 lesson pupils worked very quickly and sensibly in pairs to check the accuracy of their writing when converting notes into text. Pupils who have special educational needs work very well independently because teaching assistants provide a very good balance of support and challenge. Pupils with more complex behavioural difficulties make very good progress because targets in their pastoral support programmes are precise and this means they know what they need to do to improve their behaviour. Teachers manage behaviour very well because there is a consistent approach to the use of positive behaviour for learning strategies across the school. This results in all pupils being aware they will be treated fairly and that their opinions will be listened to.

14. Spiritual, moral, social and cultural development is very good and this represents very good improvement since the last inspection. This is fostered through the excellent school ethos and through opportunities in collective worship, religious education and across other subjects. Pupils show an eagerness to learn and a genuine sense of awe and wonder. A very good example of this was seen in a Year 4 mathematics lesson where pupils showed a fascination with the idea that a piece of string could be 'halved to infinity'. Merit assemblies and other reward systems are used very well to recognise the personal achievements of all pupils.
15. Pupils' social and moral development is very good. Pupils learn to take responsibility for their own actions because staff act as very good role models and lead by example. This is exemplified by the fact that pupils have been taught how to access the Internet safely. For example, they know they should only use safe chat rooms on Grid Club because others cannot access personal details there. Pupils make very good progress in the development of social skills because teachers use a wide range of strategies to support them. This was seen in a Year 2 circle time lesson where pupils listened very carefully to each other's views about what makes a 'special friend'. Pupils support several charities including Children in Need and Food Aid and this enables them to think creatively and take the responsibility for organising fund-raising events.
16. The development of pupils' cultural awareness is very good because teachers plan a varied range of cultural and educational visits including an 'outward bound' week. Pupils take part in visits to places of religious, cultural and historical interest and this means they develop a very good understanding of different people's values and beliefs. They are curious about the lives and cultures of others and this was seen in Year 4 where pupils posed a range of searching questions about life in Nigeria. Pupils make very good progress in their understanding of the responsibilities of living in a special community because they are actively encouraged to participate in the wide range of activities that are available on the base. The school chooses to offer pupils a wide range of first hand experiences that help engage them and make learning memorable.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	208	2	0

Mixed – White and Black Caribbean	2	0	0
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

17. One pupil was excluded on a fixed term basis twice last year. There have been no exclusions this year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good quality of education** underpinned by very good teaching, good curriculum planning, excellent care and support to pupils and very good links with parents. Assessment systems are satisfactory.

### Teaching and learning

Teaching and learning are **very good** throughout the school. The use of assessment is **satisfactory**.

### Main strengths and weaknesses

- Teachers' excellent commitment to all pupils ensures that their individual needs are met and they achieve highly.
- Pupils with special educational needs make rapid progress because of the well-planned, targeted support they receive.
- Teachers know pupils well and offer high levels of challenge that result in very good levels of interest, motivation and keenness to learn.
- Pupils are offered a good range of independent learning opportunities.
- Marking is inconsistent across the school and as a result pupils do not always know what they need to do to improve.

### Commentary

18. The quality of teaching and learning is very good and this is a strength of the school. In the Foundation Stage children achieve very well because staff plan activities that interest and motivate them. As a result children try hard and become actively involved in their learning. Throughout the school teaching is lively and challenging and this results in very high standards at the end of Year 6. This represents very good progress since the last inspection.
19. A very high commitment to equality of opportunity for all pupils ensures that their individual needs are very well provided for in lessons. This results in all pupils having full access to the curriculum. Teachers plan well and this results in work being modified successfully to suit pupils with different prior knowledge and diverse learning needs. For example, in a very effective Year 6 literacy lesson higher attaining pupils were challenged to use hypothetical language when converting personal notes into explanatory text. Pupils concentrated very well and worked very productively because the task extended their thinking. Teachers make very good use of a flexible approach to assessment to identify any gaps in learning that pupils who are new to the school may have. This results in pupils settling in quickly and making very good progress. Teaching meets the needs of pupils with additional needs very well because teachers work very hard to ensure that any barriers to learning are reduced. This is demonstrated in the very effective use of intervention programmes including Brain Gym and the Social Skills Group to support the learning of pupils with specific



difficulties. All pupils are treated with fairness and respect and their contributions are valued and encouraged. This results in pupils having very good attitudes towards their work, concentrating very well and thoroughly enjoying their learning.

20. The quality of teaching for pupils with special educational needs is very good because teachers set very high expectations and activities are matched precisely to learning needs. Support for pupils with special educational needs is exceptionally good because governors have allocated finance astutely to fund the appointment of a special needs co-ordinator who organises high quality learning support. This results in pupils making rapid progress in their learning. Teaching assistants reinforce and support learning very well because they are very well briefed and know the specific learning needs of individual pupils. For example, in a very good Year 2 science lesson, the teaching assistant used praise and encouragement very effectively and this resulted in all pupils contributing confidently to an investigation about the properties of different materials. Pupils with special educational needs are highly challenged by the tasks which are set for them because teachers have a very good knowledge of the precise learning targets detailed in individual education plans. Very effective systems are in place for taking pupils' views into account and this results in them contributing very well to their own learning. This represents very good improvement since the last inspection.
21. Teachers use a very good range of methods that inspire pupils and reflect their different learning styles. This results in very high levels of challenge for all groups. An example of this was seen in the variety of strategies used throughout the school to improve reading and writing skills resulting in all pupils making very good progress. Other strengths in teaching include the use of very clear explanations to pupils about what it is they are learning. As a result, pupils are very clear about the purpose of lessons and understand what they are expected to achieve. Questioning is used very skilfully to probe understanding because teachers have a very good knowledge of the subjects they teach. A very good example of this was seen in a Year 5 numeracy lesson where the teacher adjusted her questioning very well to ensure all pupils participated in the recapitulation of previous learning relating to identifying, estimating and measuring angles. ICT is used well to extend learning and this is particularly effective when interactive whiteboards help pupils to consolidate key skills and to play an active part in lessons. Parents support learning very well because the school provides high quality information and guidance materials which ensure parents are clear about what they need to do next to help their child improve.
22. The school provides a good range of opportunities to help pupils develop independent learning skills. This demonstrates good improvement since the last inspection. Pupils are willing to take responsibility and this results in them having very mature attitudes towards their work. For example, in Year 1 pupils used their time productively to organise the resources they needed to build profiles of characters from traditional stories and record phrases on whiteboards. In Year 6 pupils confidently check their own work and evaluate the decisions they have made because teachers expect pupils to be self-reliant and responsible for their own learning. Pupils who find it difficult to settle to work are supported very well because the targets set out in their pastoral support programmes are very clear and they provide very good guidance to pupils on how they are expected to behave. Gifted and talented pupils make very good progress because they are challenged to think creatively and work at a very fast pace. Teaching assistants contribute very well to the development of pupils' independent learning skills and this is particularly effective for pupils with special educational needs who make rapid progress because there is a very good, planned balance of help and challenge so

pupils do not become over-reliant on support. The school's focus on improving independent learning skills has been successful in enabling pupils to make very good progress in both their academic and personal development.

23. Procedures for monitoring the quality of teaching and learning are very good because the headteacher has accurately identified the main priorities for improvement and subsequently invested in high quality training for all staff. This has resulted in consistently very good teaching and very productive learning across all year groups. Systems for tracking pupil progress are very good and this makes a valuable contribution to planning the next stage in pupils' learning. However, marking is not yet used consistently across the school to help pupils know what they need to do to improve. This means pupils are not as involved in the assessment of their own work as well as they could be although the school has identified this as a key area for development.

**Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	18 (56%)	14 (44%)	0	0	0	0

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

**The curriculum**

The overall quality of the curriculum is **good**. It is broad and balanced and contributes well to the very good achievement of all pupils. The curriculum provides very well for pupils with special educational needs and as a result they make very good progress. Resources throughout the school are good and the accommodation is satisfactory.

**Main strengths and weaknesses**

- There is excellent commitment to provision for pupils with special educational needs to ensure that they achieve very good standards.
- The very good planned opportunities for personal, social and health education and citizenship ensure that pupils have high levels of confidence and self-esteem.
- There are good opportunities to use literacy, numeracy and ICT across subjects.

## Commentary

24. The school has tackled weaknesses identified in the curriculum in the previous report with considerable success. There has been improved provision in the Foundation Stage. Children are now taught in single age classes and planning relates well to the areas of learning. Staff use observations of children effectively to assess what they can and cannot do. This helps them to plan activities that successfully take children onto their next steps in learning. There are good schemes of work in place for all subjects. Teachers use these well to plan appropriate activities and pupils make very good progress.
25. The provision for pupils with special educational needs has improved significantly. It is now excellent. Teachers and support staff provide skilful support to those experiencing difficulties and this ensures that pupils fully engage in their learning and make very good progress. The curriculum is planned to ensure that all pupils have equality of access and opportunity. Individual education plans promote effective learning very well because short-term targets are precise and this gives teachers very clear guidance on what they need to plan to help pupils improve. Support is planned very flexibly and this results in the learning needs of many pupils with high levels of mobility being met.
26. All requirements of the National Curriculum are met. There is appropriate provision for sex education and teaching about the misuse of drugs and alcohol. The headteacher and governing body are very keen to ensure that all pupils have additional educational opportunities to enrich the curriculum. This results in a curriculum that has good breadth and balanced and is enriched well through visits, visitors and extra-curricular activities. Pupils are particularly keen to attend the computer club where they further develop their very good skills, which supports their very good achievement in ICT. Older pupils enjoy learning French. They demonstrate good understanding of the language and are confident to speak to one another in French. Residential educational visits to outdoor pursuit centres within the local authority also make a good contribution to the curriculum and in particular to PSHEC.
27. All pupils have very positive attitudes to school. They are confident and have high levels of self-esteem. This is promoted through the very good provision for PSHEC and it contributes extremely well to the very good achievement of all pupils. There are regular timetabled opportunities for all pupils to be involved in activities where they can express their thoughts, listen to their friends and respect the views and opinions of others. Even the very youngest children are encouraged to do this. In one lesson, four and five year old children were confident to talk through 'their teddy bear'. The teacher had created a calm, quiet and supportive atmosphere in which all children felt valued and secure. This enabled one boy to comment, "My teddy is my daddy, while my daddy is away from home." Very good opportunities such as this ensure that all pupils are well prepared for any new challenge that might face them. The school is very successful and very committed to including and providing for all pupils, regardless of their background, experiences and abilities.
28. Purposeful links are made between subjects. There are good opportunities for pupils to use their reading, writing, numeracy and ICT skills in other subjects and this helps pupils to make connections in their learning. For example, in a Year 1 art lesson, pupils developed their ICT skills well when using the *Paintmagic* program to create a picture of their favourite toy. In history, pupils in Year 6 developed their extended writing skills very well when preparing a biography of Winston Churchill.

29. The accommodation is satisfactory overall but there are some areas that are cramped and many of the resources, including the books in the library, need to be stored in the corridors. The accommodation for learning out of doors in the Foundation Stage does not successfully promote opportunities for children to investigate or explore. However, staff work hard to ensure that the school is well maintained and there is now a large new hall with a welcoming entrance. Many of the difficulties with the accommodation will be addressed soon, as plans have been passed to build two new Foundation Stage classrooms, to create a new library and to modernise the older junior building. There are a sufficient number of teachers with very good subject knowledge, backed up by very good learning support assistants, who make a very good contribution to the overall quality of the curriculum.

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

The school provides **excellent** support and guidance to all its pupils and they are highly valued as individuals. There are **very good** procedures to ensure the care and welfare of pupils. The school gives pupils **very good** encouragement to take an active part in the life of the school.

### **Main strengths and weaknesses**

- There are excellent systems to ensure that pupils settle quickly into school.
- Pupils who have special educational needs receive excellent support and guidance that enable them to achieve very well.
- The school is very caring and there are excellent relationships between children and adults.
- The school council makes a very important contribution to the school's development.

### **Commentary**

30. New pupils arrive into the school nearly every week. All staff rightly regard their induction into school as an extremely important part of their work and they make every effort to ensure that each child settles in very quickly, so that there is as little disruption, as possible, to his or her education. To support this, the school carefully prepares a range of resources, including a uniform, an allocated seat in their class and named workbooks. This helps new pupils to be confident in their school. They say that it is easy to fit in and to learn the routines "because there is someone to look after you" and "it is a very friendly school". The school very quickly assesses the abilities of pupils so that their learning is not interrupted and support can be targeted to those pupils who need it the most.
31. The quality of the support and guidance for pupils with special educational needs is exemplary. This is because teachers and support staff have a very thorough knowledge of the academic and personal achievements of each pupil. This results in well-targeted advice and support. Procedures for tracking progress are very good. Information from a wide range of external services is used very well to contribute to the very effective assessment and targets for improvement for each pupil. Pupils themselves can contribute very confidently to assessing their own progress because their views are taken very seriously and contribute to the reviews of their individual education plans.

32. The school takes very good care of its pupils. There are very effective procedures for dealing with any child protection or health and safety issues. All staff know their pupils very well and promote excellent relationships. Pupils are convinced that everyone is treated the same and that the rewards and sanctions are fair. They like the 'Worries Box' where they can post any concerns and are confident that the headteacher will resolve any problem. Parents feel that their children are well cared for. The school is particularly sensitive to the needs of individual children when, for example, a mother or father is posted elsewhere. The school encourages children to keep in touch with their parent through a secure e-mail facility. The school also supports the many pupils who leave during the year very well. They provide full and detailed information to the receiving school and encouraging children to keep in touch with their friends, again through the e-mail system.
33. A very effective part of the school's efforts to involve pupils in the work of the school is the school council. Pupils are elected from each year group, except Reception classes. The council makes sure pupils' views are heard, for example by organising a questionnaire for the whole school. Questions ranged from "What do you think of the new playground toys?" to "Has there been any bullying?" Results are collated and discussed at council meetings and action is taken. This ensures that all pupils' views are represented and that pupils understand the democratic process and their responsibilities of living in a community.

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

The school promotes a **very good** partnership with parents. There are also **very good** links with other schools and the community.

### **Main strengths and weaknesses**

- There are excellent links with parents of pupils who have special educational needs.
- The school involves parents very well in its work.
- The school works hard to reach out to the community and other schools.

### **Commentary**

34. The school works exceptionally well with parents to support the learning of pupils who have a special educational need. This represents very good improvement since the previous inspection. The systems for taking parents' views into account are excellent and the school provides very clear guidance on how parents can help their children improve. Homework diaries are used particularly well for communication between home and school. This highly effective day-to-day communication enhances the support that pupils receive. Parents are therefore clear about how they can help their children to make progress towards the targets in their individual education plans.
35. Most parents are very supportive of the school. This is because they are welcomed into the school and because they receive good information about their child's progress and about other school matters. The prospectus is very well written, giving parents all the information they need before their child starts school. The school produces very good booklets to guide parents on how to help their children with English and mathematics. Regular newsletters keep them fully up to date on what is happening in school. The annual reports give good information on pupils' progress and targets for improvement. The school provides many opportunities for parents to be involved in their children's education. Parents are regularly invited to assemblies; a good number

help in school and their views are sought and taken seriously. For example, parents have recently been involved in meetings and a working party on sex and relationships education. The Friends committee works very hard throughout the year to arrange events that are very successful in promoting social and fund-raising opportunities.

36. The school makes an extra effort to be involved in the wider community for the benefit of pupils' learning and pastoral development because of its situation 'behind the wire' on RAF Leeming camp. This is done very successfully and the school makes very good use of visits and visitors outside the camp. All pupils have enjoyed a range of visits, including, for example to the Centre for Life in Newcastle and to Eden Camp, as well as the annual residential experience. There are very good links with other schools including the local comprehensive school to enable the smooth transfer of pupils. Many opportunities are taken to link up with other primary schools such as the 'Crucial Crew' day when pupils learn how to stay safe in a range of situations and what to do in an emergency. There are very close links with the RAF community and other organisations on the camp that enhance pupils' experience. For example, there are very good links with the Stepping Stones nursery and this helps the youngest children settle into school quickly.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership and management are **very good** and are vital factors in the raising of standards in teaching and learning. The governing body are **very good**. They effectively challenge senior managers to set targets that are high and achievable.

## **Main strengths and weaknesses**

- The outstanding leadership of the headteacher, supported well by the deputy headteacher, ensures that all staff work brilliantly together as a team to motivate and inspire pupils and therefore help to raise standards.
- The excellent commitment from leaders ensures that all pupils take a full and active part in school life and that their individual needs are fully met.
- The school's very thorough self-evaluation enables it to identify and provide very well for the professional development of staff.
- The Governors have a very good understanding of the school's strengths and weaknesses and they regularly challenge senior managers to establish even higher expectations.

## ***Particular aids or barriers to achievement***

37. The very high pupil turnover in the school is a disruptive factor. However, the school has created a very effective and very positive learning environment so that all pupils settle into school quickly. This, coupled with very good-shared leadership and a committed, hardworking staff, ensures that all pupils' individual learning needs are fully met. As a result achievement is very good and pupils develop high levels of confidence and self-esteem.

## **Commentary**

38. The very good leadership and management are central to the school's success. The headteacher is dedicated to ensuring the very highest possible standards and achievement in all areas of the school's work. She provides the staff with a very clear vision of the school's direction and their role in its continued improvement. In addition, all staff are given excellent support in their professional development to enable them to improve and achieve their full potential. She is passionate in her work to ensure that all pupils' individual needs are met. She knows the children in her care very well. She rigorously monitors their individual performance to ensure that they are making as much progress as they should. Her sense of purpose and determination to interest, motivate and foster the confidence and self-esteem of every pupil are very important factors in her outstanding leadership. This is reflected in the classrooms by the excellent provision for pupils with special educational needs and the very good provision for all other pupils. The headteacher is well supported by the deputy headteacher and together they have created an excellent team with similar aspirations and clarity of purpose. All leaders act as excellent role models for staff and pupils. This means that there is a very strong and positive climate in school based upon fairness, trust and respect for others. Pupils and staff work effectively together in the knowledge that each individual is valued highly. This helps to explain why this is such a happy school.
39. The school is very well managed. There is a well-established culture of monitoring and evaluation and everyone in the school community is involved. The leadership team, including the governing body, have a very good understanding of how well the school is doing. They are very accurate in their self-evaluation and provide very good direction and support. The chair, vice-chair and other members visit the school often to ensure that they have a very good grasp of its strengths and weaknesses. They have a very good understanding of the school, and together with the headteacher, apply the principles of best value very well. They compare the school's performance with other

LEA schools as well as with similar schools serving Service families across the country. This helps the school to set challenging targets that are regularly achieved. There are good systems for the appointment and retention of staff. Governors ensure that they appoint staff of high quality who are committed to the school's high expectations.

40. Subject leadership is good. There is regular evaluation of the quality of planning, teaching and learning through working in classrooms and teachers are offered good constructive feedback after lessons. However, some subject leaders are not yet systematically involved in examining pupils' work. As a result, there are inconsistencies across subjects in the quality of marking and feedback. There are examples of outstanding leadership. For example, the special educational needs co-ordinator provides excellent leadership because support is very well planned and tailored to meet the individual learning needs of pupils. All pupils with special educational needs make rapid progress and, by the end of Year 6, attain standards that are in line with national averages.

**Example of outstanding practice**

**An interview with the special educational needs co-ordinator illustrated the school's exemplary procedures for raising the achievement of pupils with special educational needs.**

This thought-provoking dialogue successfully exemplified one of the school's very impressive systems for supporting pupils with special educational needs. At the heart of this outstanding practice lies the exceptional commitment of the headteacher and governing body to ensuring pupils with additional needs play a very full and active part in all areas of school life. It is this dedication to ensuring that the needs of pupils with a very wide range of difficulties are fully met which has empowered the highly skilled co-ordinator to work very closely with staff to design and implement an impressive selection of support activities including the Social Skills Group, Excel Gym Club and Reading Detectives Initiative.

On entry to the school, assessment is used very flexibly depending on the type of difficulty a child may be experiencing and the time of admission. This approach is extremely useful to this school where there is an exceptionally high pupil turnover and it is crucial that any gaps in learning are identified as quickly as possible. Pupils attend these activities eagerly because as well as homing in on specific problems staff make learning lively and fun. Parents report a huge rise in their child's confidence and self-esteem. The fact that a substantial number of pupils with special educational needs reach national standards is testimony to the success of this very carefully managed approach.

41. The finances of the school are managed very effectively. Fundraising and successful bid applications provide a very good source of extra income which is directed well into areas of need, including improvements to the building. All 'stakeholders' are consulted in this process, including pupils and parents. The office manager plays a key role, ensuring that materials are bought at best price and keeping everyone informed about the state of the school's finances.

**Financial information**

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	639,797
Total expenditure	645,993
Expenditure per pupil	3076

Balances (£)	
Balance from previous year	35,000
Balance carried forward to the next year	28,804



42. Pupil numbers have recently dropped quite significantly. Expenditure per pupil is based upon these current lower pupil numbers in school and therefore it is high. However, value for money is very good because all pupils achieve very well despite the very high level of pupil mobility.

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

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

Provision is **good**.

43. Children start school in the September of the year in which they become five. This is the reception year. Most children have previously attended the Stepping Stones nursery, which is located on the RAF camp. Very good links have been established with the pre-school, therefore children settle quickly into school.
44. When children enter the reception class their range of attainment is broad with about a third of children working in line with or above national expectations. Standards overall, however, are below those expected nationally. All children achieve very well and those with special educational needs make very good progress. By the end of the reception year children attain standards that are overall in line with those expected for their age. This is because teaching is very good. Staff know children well, and plan activities that interest and motivate them to learn. They provide very good role models, they listen carefully to the children, and they value their ideas.
45. Good progress has been made since the last inspection. Planning now relates well to the areas of learning for children of this age, and observations of children are used well to identify what they can do and understand, in order to plan their next steps in learning.
46. The Foundation Stage is well led. Assessment information is used effectively to evaluate learning in order to identify priorities for further improvement. For example, weaknesses in provision for outdoor learning are currently being addressed to ensure that children can gain continual access to a secure outdoor area.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision is **very good**.

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

- Children make very good progress because teaching is very good.
- Children have very positive attitudes to their learning.

#### **Commentary**

47. Children make very good progress and achieve very well. By the end of the reception they attain standards that are above those expected for their age.
48. Teaching is very good. Procedures and routines are well established and clearly understood by children. They contribute well to children's growing levels of independence and confidence. Play activities are well planned to encourage co-operation and turn-taking; for example, children take on the roles of customer and shop-keeper in the 'toy shop', and they take turns to guess what is in the 'feely box'.

49. Adults provide very good role models. They listen carefully to children, they value their ideas, and they treat them with respect. They know the children well and therefore they plan activities that are well matched to their learning needs. As a result children work with interest and show high levels of concentration. They are confident to share their ideas and to work as part of a group, and they learn to respect the needs and feelings of others.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision is **good**.

### **Main strengths and weaknesses**

- Children make very good progress in speaking and listening skills.
- There are good opportunities for learning across the day.
- Some writing activities do not always build upon prior learning.

### **Commentary**

50. Overall children make good progress and achieve well. By the end of the reception standards are in line with those expected nationally. Children make very good progress and achieve very well in speaking and listening and standards are above those expected for their age.
51. Teaching is good overall. It is very good in helping children to develop their speaking and listening skills. This is because staff provide good role models and use every opportunity they can to encourage children to share their ideas and to listen carefully. For example, a video story was used very well to encourage children to talk about what they had seen and heard. The teacher used carefully phrased questions to encourage children to make links between the music in the video and the actions and feelings of the characters. Children were confident to share their ideas because the teacher listened carefully to their answers and showed respect for their views and opinions.
52. Play activities are used well to provide opportunities for children to write for a purpose. For example, children create lists of food and invitations for the 'Teddy Bears' Picnic' and they are encouraged to make labels for their models. However, some independent activities do not challenge higher attaining children sufficiently because staff do not clearly define what they would like them to do, or provide resources to encourage them to extend their writing. Similarly, some writing activities that are led by adults do not build well on prior learning. For example, children with poor pencil skills are required to complete activities such as copying over writing, which is too challenging for them, and higher attaining children are not provided with sufficient support to encourage them to spell some words for themselves.

## **MATHEMATICAL DEVELOPMENT**

Provision is **very good**.

### **Main strengths and weaknesses**

- Staff use good opportunities that occur across the day to consolidate and extend learning.

### **Commentary**

53. Children make good progress and achieve very well. By the end of the reception they attain standards that are in line with those expected nationally. A significant number of children achieve standards above those expected for their age in number and counting.

54. Teaching is very good. Staff plan activities that are well matched to the learning needs of young children and therefore they are interested in their work and motivated to try hard. Daily routines are well planned to develop understanding of mathematical skills and ideas. For example, children create sets to represent the number of children who will be staying for dinner. They compare this with the set of children who take packed lunch using the language of 'more' and 'less' appropriately. Play is well planned to encourage children to apply skills in activities that are interesting and relevant to them. For example, in the home area they recognise and match numbers as they use the mobile phone to 'arrange a picnic', and in the shop they use real coins in exchange for goods as they 'purchase' toys. On rare occasions there are missed opportunities to further develop the number skills of higher attaining children through play. For example, some children are beginning to combine sets within 10, but they are not encouraged to use these skills in their play.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision is **good**.

### **Main strengths and weaknesses**

- There are well-planned activities for children to learn about the world around them.
- The accommodation for learning out of doors limits the opportunities for children to explore and investigate.

### **Commentary**

55. Children make good progress and achieve well because teaching is very good. By the end of the Reception year standards are in line with those expected nationally.
56. Staff plan well for learning both indoors and out. For example, children visit Thorpe Park as part of their topic on the seasons. They notice the changes to the trees and collect natural materials that they bring back to school to support further investigation. They use the paved area outside the classroom to explore materials and texture, noticing differences in the patterns that can be made through 'crayon rubbings' and they create pictures on a large scale. Children use their ICT skills confidently to listen to taped stories and to operate simple computer programs. Children can use the mouse to click and drag images on screen as they count and match teddy bears to numerals.
57. Opportunities for learning out of doors are satisfactory. This is because staff plan time each day for children to work outside and use the paved area to provide an appropriate range of activities. However, the accommodation does not allow continuous access to outdoors and the paved surface does not provide sufficient opportunities for children to explore and to investigate living things and natural materials. As a result children do not achieve as much as they should in these aspects of knowledge and understanding of the world.

## **PHYSICAL DEVELOPMENT**

Provision is **good**.

## **Main strengths and weaknesses**

- There are well-planned activities to develop children's physical skills both indoors and out.
- Some activities are not always matched to children's prior learning.

## **Commentary**

58. Children make good progress and achieve well. By the end of the reception year they achieve standards in line with those expected for their age. Teaching is good. Staff provide good opportunities for children to develop their physical skills. For example, they learn to use equipment such as staplers and Sellotape dispensers in the writing area, and to control wheeled toys in the paved area outside the classroom. Children have regular opportunities to join in with action songs and rhymes and to move in a range of ways. For example, they used space safely and showed good awareness of others as they marched around the classroom like 'the Grand Old Duke of York'.
59. Some activities do not help children to extend their skills because they are not well matched to their learning needs. For example, children who are still developing early pencil control are sometimes asked to carry out activities such as copying over letters. These tasks are too challenging and as a result some children do not make as much progress in their handwriting skills as they should.

## **CREATIVE DEVELOPMENT**

Provision is **very good**.

## **Main strengths and weaknesses**

- There are well-planned activities that motivate and interest children.

## **Commentary**

60. As a result of very good teaching children make good progress and achieve very well. They attain standards in line with those expected for their age by the end of the reception year.
61. Resources are well organised to promote choice and independence. Children learn to use paint to represent their favourite part of a story. They select colours with care and higher attaining children know how to mix colours to match those in a book. Children listen carefully to music and are able to talk about the feelings it evokes. They join in with songs and rhymes, and move in a range of ways in response to the mood and beat of the sounds. They work together in imaginative play, taking on the roles of mother and father bear as they prepare a 'picnic for the Teddy Bears'. Children work with concentration and for extended periods because teachers plan activities that interest them and motivate them to try hard.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

## **Main strengths and weaknesses**

- By the end of Year 6 standards in speaking and listening, reading and writing are high and pupils achieve very well.
- Teaching and learning are very effective and provide a very high level of challenge for all pupils.
- Pupils with special educational needs make rapid progress because of the well-planned, targeted support they receive.
- There is a good range of opportunities to help pupils develop independent learning skills.
- Marking is inconsistent across the school.

## **Commentary**

62. In 2004 there was a dip in Year 2 statutory test results for reading and writing. Pupils attained standards that were in line with national averages. However, the school's very good tracking system indicates clearly that these pupils made good progress when measured against their starting point. Current standards in Year 2 show that standards continue to be in line with averages, although there is a greater number of pupils who are currently working to the higher level 3 and pupils' achievement is very good. In Year 6 standards in speaking and listening, reading and writing are well above average and pupils achieve very well. This represents the very good progress pupils make as they move through the school. Strategies for raising the achievement of boys in reading and writing have been very successful and this is reflected in the way pupils engage very well in their learning.
63. Pupils' skills in speaking and listening are very good. This is because there is a strong focus on speaking and listening across the school and this ensures pupils are confident in communicating their ideas and opinions in a range of situations. This high level of ability supports pupils' work in reading and writing very well. Pupils achieve very highly in reading because the school has made this a key priority. A very good example was seen in Year 5 through the use of the 'Extended Reading In Class' programme where pupils make very good progress because they have opportunities to respond to a very wide range of texts. In Year 1, guided reading was used successfully to enable the teacher to pinpoint exactly what children need to do to improve. The home and school reading partnership is used very well to support learning outside of the school day and this has resulted in pupils taking more responsibility for their own reading.
64. Continued high focus by all teachers on developing writing skills ensures that all groups make very good progress. Pupils have opportunities to write for an extensive range of purposes and this results in them making very effective use of imaginative vocabulary and powerful phrases when writing for different audiences. By Year 6 they have a very good understanding of grammar, punctuation and spelling and this means they respond very well to challenging tasks and produce lively, creative writing. A very good example of this was seen in Year 6 where one pupil, when preparing a play-script about the story of Pandora's Box, described a character as having 'deceptive calmness'. Pupils write in a neat and joined-up style from Year 2 because there is a systematic approach to the teaching of skills across the school.

65. Teaching is very good because teachers know pupils very well and this results in tasks being very accurately matched to their learning needs. Teachers set high expectations and use questioning very well to challenge all groups and this encourages pupils to respond enthusiastically and strive to achieve very well. Teaching is lively and brisk and this motivates pupils who settle quickly to their tasks and work very productively. A very good example of this was seen in Year 6 where very effective use of the interactive whiteboard captured pupils' interest and they increased their skills in personal note taking. Support for pupils with special educational needs is excellent because teaching is very clearly focused on targets set out in individual education plans. This was seen in Year 2 where pupils confidently wrote their attempts at words such as 'strong' and 'street' on the large whiteboard because they were given additional time to think through their responses. Teaching assistants reinforce and support learning very effectively because they are very well briefed, and are fully aware of the learning objectives for individual pupils. Gifted and talented pupils achieve very well because they are challenged to think creatively and this results in their writing being of a very high standard.
66. Teachers provide a good range of opportunities for pupils to develop independent learning skills. Examples of very good practice were seen in Year 1 where pupils worked sensibly together in pairs to build character profiles and in Year 5 where pupils confidently managed their own reading records. There is a very good balance of support and challenge for pupils with special educational needs, which enables them to work very well independently. However, marking is not used consistently across the school to help pupils know what they need to do to improve.
67. The subject is led and managed well. This is because both co-ordinators work closely together as a team resulting in skills being developed consistently across the school. They have a clear view of what needs to be improved and this has resulted in the identification of very well planned initiatives for raising achievement. Procedures for tracking progress are very good. Teachers are therefore able to pinpoint what pupils do very well and to accurately identify where additional support is needed. Monitoring procedures including lesson observations and evaluation of planning are well embedded. However, the pattern of scrutinising pupils' work across the school is not yet consistent.

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

68. Pupils use their language and literacy skills well in other subjects, but particularly in information and communication technology, history, geography, religious education and PSHEC. A very good example is seen in Year 2 where pupils used their speaking and listening skills very well when sharing 'happy thoughts' about their special friends. In Year 5 pupils made very effective use of both their literacy and ICT skills when preparing a scientific explanation of how to monitor external temperature conditions using sensors. Although library provision is currently good and supports all aspects of literacy teaching well, learning across the curriculum will be further enhanced by the planned development of a dedicated library area.

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**



- Pupils attain standards that are well above average by the end of Year 6.
- All groups of pupils achieve very well because the quality of teaching is very good.
- ICT is used very well to support pupils' learning.
- The quality of marking is inconsistent across the school and some pupils do not know how to improve their work.

## Commentary

69. In the 2004 national tests, results at the end of Year 2 were above average and in Year 6 they were well above average. A significant number of Year 6 pupils achieved the highest level. Current standards are consistent with these very good results. The much higher standards compared with the last inspection are a result of the better quality teaching which provides a greater challenge to pupils and effectively gains their full attention. All pupils make very good progress because there is an emphasis on the teaching of skills and application of mathematics throughout the school. Good opportunities are planned for pupils to work independently during lessons and for pupils to discuss and explain their reasoning. This contributes to their high level of achievement. Higher attaining and more able and talented pupils make rapid progress because challenging work is very well matched to their learning needs and they are able to extend and deepen their mathematical understanding. These pupils are very confident and work to a very fast pace. Pupils with special educational needs make very good progress because they receive very good, targeted support from teaching assistants. This support helps pupils to think for themselves and to become independent in their learning. As a result, these pupils attain standards that far exceed expectations.
70. By Year 2 all pupils are confident with number and use their skills well to solve simple problems. They have a clear understanding of shape and measure. Pupils collect data systematically and produce accurate graphs of their results. By Year 6 all pupils have quick instant recall of number facts. They use this skill well to explore complex patterns of number. They are very good at interpreting data from graphs and finding the mean, median and mode of figures.
71. Teaching in mathematics is very good. All teachers have very good subject knowledge and employ a range of teaching and learning methods to address the needs and abilities of all pupils. They have high expectations of pupils and use questions effectively to encourage pupils to think and to extend their knowledge and skills. Pupils are eager to respond to questions and any misconceptions are sensitively dealt with so that pupils' self-esteem and confidence are not damaged. Lessons are well planned and learning intentions are made clear to all pupils. In Years 5 and 6 pupils successfully assess their own learning against the objectives of the lesson. However, this is not always the case in other year groups and some pupils are therefore not always sure about what they need to do to improve their learning. Teachers regularly make their own resources for pupils to learn from. For example, teacher-made games are often used for pupils to explore new mathematical ideas or to consolidate their learning. This helps to fully engage pupils and to encourage them to use a range of mathematical language to explain their thinking. All pupils listen carefully to each other and their teacher and they have very good levels of concentration. As a result, all pupils achieve very well and attain mathematical standards to be proud of.

72. ICT is used very effectively to support pupils' learning. For example, Year 1 pupils showed a high level of interest and engagement when using the interactive whiteboard to learn about shapes. Higher attaining pupils in this lesson demonstrated their very good knowledge by being able to identify the difference between two- and three-dimensional shapes and by completing, very quickly, a shape sequence. Year 5 pupils were able to gain a good understanding of how to use a protractor on the computer screen, using the 'What's my angle?' program. Lessons like this engage pupils in meaningful experiences, which help them to remember and understand their learning.
73. Mathematics is jointly co-ordinated by two teachers. The leadership and management are good. Very effective use is made of a range of data and the co-ordinators have a clear understanding of the strengths and weaknesses in the subject. Pupils' work is regularly evaluated to provide information about standards and achievement and all staff regularly analyse pupils' responses, in order to improve different aspects of teaching.

### **Mathematics across the curriculum**

74. The school does much to improve pupils' understanding of mathematics in other subjects. In physical education, for example, pupils consolidate their understanding of symmetrical and asymmetrical shapes. In science, pupils use a range of tables and charts to record their findings. Pupils also have regular opportunities to practise and consolidate their mathematical skills in ICT, design and technology and geography. This supports the above average standards that pupils attain by the end of Year 6.

### **SCIENCE**

Provision is **very good**.

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

- Standards are well above average by the end of Year 6 and achievement is very good.
- There are good opportunities to develop investigation skills across the school.
- Pupils have very positive attitudes to their work and learn quickly.
- Marking is inconsistent across the school.

#### **Commentary**

75. Teaching is very good and pupils achieve very well. By the end of Year 2 pupils attain standards that are above average and by the end of Year 6 they attain standards that are well above average in the national tests. Current standards are equally high and match these test results. This is a good improvement since the last inspection.
76. Teachers have high expectations of pupils. They plan challenging lessons that make very good links with learning in other subjects. For example, in a very good Year 6 lesson pupils used their knowledge of explanation writing to record the differences between gases, solids and liquids. Higher attaining pupils were challenged very well. They used evidence from a range of sources including previous work in order to set out their own hypotheses. The teacher used questioning very well to check pupils' understanding of key vocabulary, and she encouraged pupils to explain their thinking to one another, which consolidated their learning and deepened their understanding.

77. Teachers plan good opportunities for pupils to develop their investigational skills. For example, in a very good Year 2 lesson, pupils tested materials for umbrellas following a 'request for help from Mr Brolly and Son'. The teacher provided a very clear explanation of what a 'fair test' meant and this clarified understanding for pupils. Pupils were encouraged to work with high levels of independence as they organised equipment, agreed as a group what they were going to do, and how they would record their findings. All teachers help pupils to extend their scientific knowledge through a wide range of investigations, and to appreciate the importance of science in their everyday lives. For example, Year 6 pupils know that friction can be increased and decreased. They know that in some situations friction is useful and they can relate this, in a practical way, to the use of studs in football boots. Pupils are taught a range of methods to record information and they confidently use tables and Venn diagrams. They can label drawings and are challenged to interpret data, using it to make predictions, which can be supported through sensible explanations.
78. Pupils have very positive attitudes to their work and they learn quickly. This is because teaching is lively and lessons proceed at a good pace. This maintains the interest of pupils who try hard and behave very well. Teachers set out very clear expectations and pupils therefore know what they have to do. Resources are well organised to encourage high levels of independence and as a result pupils work well individually and as part of a group.
79. In a very small number of lessons in Years 1 and 2 recording methods are not always well matched to the ability level of lower attaining pupils and this sometimes limits their progress. For example, pupils with poor pencil skills are occasionally required to record the results of their investigations by drawing the objects they have tested. This activity does not successfully extend their scientific understanding. There are some examples of very effective marking, for example in Years 5 and 6. However, there is not yet a consistent approach to marking across the school and some pupils are unclear about how they can improve their work.
80. Science is well led and managed. The subject leader is enthusiastic and committed. She has a clear view of the strengths and areas for development within the subject, and she provides a very good role model for others. Training is well targeted towards identified improvement priorities and good support, to further develop teachers' professional skills, is provided through shared teaching. Monitoring systems are developing effectively. Lesson observations and scrutiny of planning provide a good evidence base to support judgements on teaching and learning. There is a programme of work scrutiny in place and although this supports other elements of monitoring, as yet its focus on standards across all ability groups is limited.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- Teaching is very good and standards at the end of Year 2 and Year 6 are above average and pupils achieve very well.
- ICT is used very effectively to support learning across all other subjects.
- Pupils are not sufficiently involved in evaluating their own learning.

## **Commentary**

81. Standards by Year 2 and Year 6 are above average and all groups of pupils achieve very well. There has been good progress since the last inspection and there is now a scheme of work in place that ensures that skills are taught progressively.
82. The good teaching in Years 1 and 2 ensures that pupils quickly learn the basic skills to become very confident and accurate when using computers. Even the youngest pupils know how to log on and locate different programs they might need to develop their learning. Pupils in Year 1 are equally confident in using programs and can successfully make a shape sequence. Teaching in Years 3 to 6 is very good. Lessons proceed at a very good pace and there is a very good balance between teacher instruction and pupil-led activity. This ensures that all pupils are fully engaged in their learning and motivated to do their very best. Year 6 pupils are able to understand and explain how to locate their folder to save work and are able to build their own home page in Grid Club. Pupils are fully aware of the safety rules when using the Internet and when sending secure e-mails to a parent who has been posted elsewhere. Teaching assistants sensitively reinforce learning very well to support pupils who are new to the school, lower ability pupils and those with special educational needs. As a result these pupils make very good progress.
83. ICT is used very well to support other areas of the curriculum. Teachers ensure that tasks are relevant, meaningful and challenging. For example, in a Year 6 lesson very good links were made between science and mathematics when pupils were experimenting with light sensors. The teacher's modelling of the program and equipment was very good. Pupils worked well independently to calibrate the sensing equipment and the teacher's very effective questioning ensured that pupils were able to give a very good technical explanation as to why the graphs crossed at a particular point. Lessons such as this, where teachers have high expectations, ensure that pupils are highly motivated and that they learn quickly.
84. ICT is currently being co-ordinated by two teachers. The leadership and management are good. The co-ordinators are very knowledgeable about the standards in school through a thorough analysis of data. Computer clubs are run three times a week and pupils are very keen to attend. There is a very clear action plan in place that identifies accurate priorities for the future.

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

85. ICT is used effectively to support teaching and learning across the curriculum, particularly in English, mathematics and science. Very good use is made of the interactive whiteboards in upper juniors. Year 5 and Year 6 pupils were able to move the protractor on the whiteboard to accurately measure angles and in English pupils used the whiteboard to consolidate their understanding of connectives. In religious education they researched Christian festivals using the Internet and digital cameras were used well to illustrate pupils' work around the school. Teachers are careful to make good connections between ICT and other subjects and this contributes to their very good achievement.

## **HUMANITIES**

86. Pupils' work was sampled in **history** and **geography** and only one lesson was seen in history. Discussions took place with subject leaders. It is not possible to make an overall judgement about provision in these subjects.
87. **In history and geography standards are average at the end of Year 2 and pupils achieve well. At the end of Year 6, standards are above average** reflecting the **very good achievement** pupils make. In all year groups, pupils with special educational needs make very good progress because of the well-planned, targeted support they receive.
88. In **history** in Years 1 and 2, pupils compare life in Victorian times with present day. They develop their chronological understanding well because a study of toys through the ages interests them and they contribute enthusiastically to the setting up of a 'Toy Museum'. In Year 6, pupils work very productively on their research into life in Britain during the 1930s, resulting in them making good progress in their knowledge of British history. In **geography**, pupils extend their knowledge and understanding of places because they are fascinated by the travels of Barnaby Bear to distant places. This is because learning is related to their personal experiences; for example one pupil produced a detailed booklet about 'Barnaby Bear's Lanzarote Adventure'. In Year 4, pupils build upon these skills well by considering similarities and differences within their local environment and Nigeria. In both subjects it is clear that a range of visits and visitors plays an important part in making the work interesting and relevant. In geography, for example, a visit to the Dales enabled Year 6 pupils to develop a very good understanding of the physical and human features of this type of environment.
89. Leadership in both **history** and **geography** is good and this has resulted in effective links being made with other subjects. Co-ordinators monitor their subjects by evaluating planning and through discussions with pupils but there is insufficient focus on systematically looking at pupils' work. This results in marking not being used consistently across the school to help pupils improve.

### **Religious education**

90. Two lessons were observed in religious education and evidence was gained through examining pupils' work, from discussions with pupils and the subject leader and through observations of the religious elements of acts of worship.

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and standards are above those expected of the locally agreed syllabus.
- Pupils enjoy religious education and attitudes to the subject are very positive.
- The marking of work is inconsistent across classes.

### **Commentary**

91. By the end of Years 2 and 6 standards are above those expected by the local authority for pupils of this age. Pupils of all abilities achieve very well because teaching is very good and pupils are highly motivated and interested in their work. There has been good improvement since the last inspection and standards have risen. This is a result of improved teaching. Throughout the school pupils develop a good knowledge of

different spiritual and religious ideas from the major religions of the world. There is a strong focus in the teaching, particularly in Years 3 to 6, on evaluating what pupils can learn from religion and helping them to make links between the different religious ideas and practices. The whole school culture helps pupils to value and care for each other. As a result, they show great respect for people's beliefs and values.

92. Pupils enjoy religious education and are keen to learn. Teachers ask challenging questions and use very appropriate resources to promote good discussion and to give pupils a good understanding of different religions. Relationships between pupils and teachers are excellent and pupils have the confidence to discuss their thoughts and beliefs freely. Pupils use their very good English skills in religious education to produce work of a high standard. They listen carefully to each other and respond appropriately. Their writing is well organised and demonstrates their good ability to use a range of vocabulary.
93. The leadership and management are good. The curriculum is well planned to ensure that pupils' learning is built effectively on what they are taught in earlier lessons. There are some planned opportunities for pupils to visit different places of worship or to meet with representatives from other faiths but this is limited. The co-ordinator is very aware of this and has included this priority in her clear action plan.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design, Music, Design and technology and Physical education**

94. No lessons were observed in design and technology. Only one lesson was observed in each of art and design and music. Evidence was gained through examining pupils' work and from discussions with pupils and subject leaders. It is not possible to make an overall judgement in these subjects.
95. Standards in **art and design** at the end of Year 2 and Year 6 are above average. There has been good progress since the last inspection and there is now a very good scheme of work in place. This ensures that teachers have appropriate support and guidance when planning their teaching. Pupils achieve well in art because teachers maintain a good balance between the teaching of skills and the opportunities pupils have to use these skills in their own work. For example, in Year 2 pupils experimented with mark-making using a range of pens so that they could make informed choices when selecting materials for observational drawings of their toys. In Years 3 to 6 pupils learn how to combine skills and techniques to very good effect. For example, they used a tissue collage and material to create a background with texture for their 'Autumn Pictures'.
96. Artwork is displayed very well around the school and demonstrates the breadth of the art curriculum. The leadership and management of the subject are very good and teachers have improved their own expertise through the sharing of good practice demonstrated by the art co-ordinator. This has helped to raise standards.
97. Pupils' work in **design and technology** is average by Year 2 and Year 6. This is the same as at the time of the last inspection but good progress has been made because there is now a good scheme of work in place that ensures pupils' skills are built upon as they move through the school. In Years 1 and 2 pupils make a sound start in their model making. They get an early feel for movement in models from the good display of various puppets. Pupils use their literacy skills well to make thoughtful comments about

the different puppets and the way in which they have been made. By Year 6 pupils work methodically to investigate artefacts to inform their own designs for products. They are able to adapt their plans and give sensible explanations for the changes made by describing the impact on their final product. Pupils have very positive attitudes to their work. This is because staff have high expectations and provide good role models; therefore pupils try hard and work to the very best of their ability. The subject leader regularly monitors planning and gives good feedback to staff. Good practice is shared across the school but, as yet, there is insufficient monitoring of pupils' work to ensure that pupils make good progress from one year group to another.

98. In **music**, pupils were only observed in one of the Year 1 and 2 classes, although the whole school was heard singing in assembly, where their enthusiasm was apparent. This was particularly the case during a whole school assembly with the Methodist minister and in the reception and Years 1 and 2 assembly. Standards in music are average. This satisfactory picture has been maintained since the last inspection. Leadership and management are good but there is insufficient monitoring of pupils' work to ensure that good progress is made in all aspects of music. Pupils enjoy singing and are confident to perform in front of their classmates. Pupils in Years 1 and 2 respond very well to music and have good rhythmic and melodic skills. They understand some subject specific vocabulary, such as 'loud', 'soft', 'long' and 'short'. These pupils are able to identify long and short sounds in music and are able to illustrate this by using parts of their body. They listen attentively to learn a new song and by the end of the session are able to sing 'Tinya Layo' with enthusiasm, expression and enjoyment.
99. Standards in **physical education** at the end of Year 2 and Year 6 are average. Pupils achieve well in lessons because teachers know exactly what they want the pupils to learn and they successfully build on their prior knowledge. Teachers' modelling of new learning is good and pupils in the infant and junior departments watch and listen carefully. Pupils are enthusiastic and keen to improve their own performance. In Year 6 pupils are able to compare and comment on the skills and techniques in others' work, to improve their own performance. The provision for physical education is good. There has been good progress since the last inspection as there is now a good scheme of work that helps to guide and direct teaching. The leadership and management of the subject are good and there is a clear action plan in place, which will support further improvement in physical education. However, there is insufficient monitoring of pupils' physical skills to ensure that they make good progress across all year groups.

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

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

### **Main strengths and weaknesses**

- Standards in pupils' personal, social and health education including citizenship (PSHEC) are well above average because these skills are promoted well within the curriculum.

- There are very good planned opportunities for pupils to share their thoughts and feelings.
- Pupils' moral and social development is supported well through PSHEC

### **Commentary**

100. The work that the school does to promote PSHEC has a major impact on the very good achievement that pupils make and the way in which they develop as responsible, caring young people. The school takes time to carefully identify the strengths of each individual pupil and is successful in celebrating their achievements in a variety of ways. Displays around the school celebrate the many different talents that each child has and excellent use is made of photographs to celebrate sporting, fund-raising, social and curriculum events. Pupils have a strong sense of belonging to their school, class and teams. Relationships in school are excellent and as a result pupils are confident and show very good understanding, tolerance and respect to each other. Pupils with special educational needs gain self-confidence quickly because they know they are making rapid progress towards their personal targets in individual education plans.
101. There are very good planned opportunities for pupils to develop their personal and social skills. Pupils have very good chances to express their views and listen to others during whole-class discussions, called circle time. These sessions are handled sensitively and pupils like the chance to talk about things that they feel are important. This is particularly the case for some children who may be missing a parent who has been posted elsewhere. Pupils choose to enter into these sessions or take no active part dependent on their feelings at the time. Pupils welcome the school council; they feel they are being given the opportunity to play an important part in the life of the school, helping with decisions and giving voice to their particular needs or desires.
102. The PSHEC programme further supports aspects of pupils' moral and social development by helping them to be fully aware of being part of the school community and the need to be aware of their actions on others. This helps to build pupils' self-esteem by making them feel valued. There are planned opportunities for pupils to appreciate the lives of people from other cultures. Presently this is focused around the recent visit made by some teachers to Nigeria. Pupils show a high level of curiosity and ask a range of searching questions in which they try to understand the similarities and differences between their own and other cultures. This helps to increase their awareness of their own personal, social and moral development and increases the opportunity for them to understand themselves as global citizens.
103. The subject leader is very effective. She is influential in changing policy and practice. She has very good subject knowledge and shares this successfully across the school by working alongside other teachers.



## 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	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<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	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
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).*