

INSPECTION REPORT

MANOR PRIMARY SCHOOL

Didcot, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123082

Headteacher: Mr John Hawkins

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 7th – 9th February 2005

Inspection number: 267270

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	393
School address:	Lydalls Close Didcot Oxfordshire
Postcode:	OX11 7LB
Telephone number:	01235 812762
Fax number:	01235 817416
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sharon Woodley
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

This large primary school operates on two sites (infant and junior). Most pupils are of White British heritage and speak English as their first language. There are small numbers from a variety of other ethnic groups, but only six speak English as an additional language and many of these do not need significant additional support. The proportion of pupils with special educational needs (nine per cent) is lower than average. The range of pupils' needs include, moderate learning difficulties; social, emotional and behavioural difficulties; speech and communication difficulties and autism. Overall, the proportion of pupils joining and leaving the school other than at the usual admission and transfer times is lower than average, but occasionally it has been and is significantly higher. The proportion of pupils entitled to free school meals is broadly average. The area in which the school is situated is neither socially or economically very different to the national average. Most children begin in the reception classes in the term in which they turn five, but a few go straight into year 1. Children's attainment when they begin school is extremely varied but, for the majority, standards on entry are as would normally be expected for their age. The school gained the Investors in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms Margot D'Arcy	Lead inspector	Art and design The foundation stage Provision for pupils with English as an additional language
9928	Mr Alan Dobson	Lay inspector	
23276	Mrs Margaret Mann	Team inspector	English Modern foreign languages Design and technology Music Religious education
10228	Mrs Susan Russam	Team inspector	Mathematics Information and communication technology Special educational needs
33106	Mr Howard Gray	Team inspector	Science Geography History Physical education

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Overall, pupils achieve well and reach the expected standards by the end of years 2 and 6. The teaching is good and the school is led and managed effectively. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- Very good provision for information and communication technology (ICT) is helping many pupils to reach above average standards
- Teaching is good
- Leadership and management of the school are good
- Pupils are achieving well in some aspects of English, but standards in writing could be better
- The organisation of support for pupils with special educational needs does not promote their learning as well as it might
- The school's very good links with parents, the community and other schools add much to pupils' education
- A very high level of care is provided for pupils
- The school does much to promote pupils' personal qualities, such as their very good attitudes and behaviour

Satisfactory improvements have occurred since the last inspection. The weakness in provision for ICT has been admirably addressed, as has the provision for pupils' care, welfare and safety; both of these areas are now strengths. The required improvement to infant pupils' reading standards only showed any real development last year. However, this has been maintained. Standards in science have declined quite significantly in the last few years, but effective action this year has remedied the situation.

STANDARDS ACHIEVED

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

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

By the time pupils leave school in year 6, they have achieved well. Achievement during years 3 to 6 is good and during years 1 and 2 it is satisfactory. The difference seems to be strongly linked to the varied length of time that infant pupils have in school (due to the local education authority admission arrangements) rather than to any significant differences in provision, such as teaching. Inspection evidence shows that standards in English, mathematics and science are average by the end of year 6, although writing standards are below average throughout the school. Year 6 pupils usually do well when compared to pupils in similar schools, but last year's results fell significantly, principally because there was a high proportion of pupils with special educational needs in the year group. For a number of years, year 2 pupils' standards have not generally been as good as those achieved nationally. However, in last year's tests they reached average standards in reading and mathematics and continue to achieve these levels. Their standards in science are also broadly

average. The impact of the very good improvements to ICT provision are still to be fully reflected in the standards of year 6 pupils, although these have now risen to the expected level. However, in other junior year groups pupils are achieving beyond what is expected for their age. Through years 1 to 6, pupils also make good progress in religious education (RE) and attain above average standards.

Reception children achieve well in the areas of personal, social and emotional development and knowledge and understanding of the world. By the end of the year they exceed the expected goals in these areas. Children's achievement in communication, language and literacy; mathematical development; and physical development is satisfactory. Standards in these areas are mostly as would be expected by the end of the year.

Throughout the school, pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **good**. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The school provides pupils with a good education. Teaching is good overall, with some very good teaching seen in all areas of the school. Very little teaching falls short of the required standard. Whilst support staff make a generally good contribution to teaching and learning, they are not always deployed effectively enough to give the best help to pupils with special educational needs. The curriculum is satisfactory and enhanced by good enrichment opportunities and the very good links that the school has with parents, the community and other schools. The, relatively new, additional, provision to help pupils who are at an early stage of learning to speak English is satisfactory. Throughout the school, pupils are very well cared for and given very good quality help and advice. The provision that is made to seek pupils' views and involve them in the school's work is satisfactory.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. Good leadership from the headteacher, deputy and key staff underpins the school's caring ethos and commitment to raise standards. Effective management ensures that these ideals can be realised, through, for example, regular checks on the quality of provision and pupils' learning. Governance is good. Governors work hard to support the school, including holding it to account for its performance. They fulfil all their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and have no significant concerns. Discussions with pupils and the results from questionnaires completed by them showed that they are also very happy with their school.

IMPROVEMENTS NEEDED

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

- Raise standards in writing
- Improve the organisation of support for pupils with special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time they reach the end of year 6, pupils have achieved well. Standards in the core subjects are broadly average by the end of years 2 and 6.

Main strengths and weaknesses

- Overall, pupils make satisfactory progress in the infants and good progress in the juniors
- Reception children make good progress in their personal, social and emotional development and in their knowledge and understanding of the world
- Throughout the school, pupils achieve well in reading, speaking, and listening, but could do better in writing
- Standards in mathematics are showing good improvement
- Pupils achieve well in ICT and standards are rising rapidly
- Pupils make good progress in RE and reach standards that are above expectations by the end of years 2 and 6

Commentary

Interpretation of the school's results

1. The test results of year 2 pupils in 2004 were broadly average in reading and mathematics, but below in writing. When compared to similar schools¹, mathematics results were broadly average; results in reading and writing fell just short of this level. The 2004 results showed good improvement on those achieved in the previous three years. During this period, results rose at a similar rate to those nationally, but with some variation between subjects. Specifically, whilst there has been a clear trend of improvement in mathematics, no real trend is evident in reading (where results have remained fairly static until 2004) or writing (where results have fluctuated sharply year-on-year). Prior to the rise depicted in the 2004 results, pupils' achievement in the tests had not compared favourably with pupils in similar schools and indicated possible underachievement in all three subjects.

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

Standards in:	School results	National results
reading	15.7 (15.2)	15.8 (15.7)
writing	14.3 (13.3)	14.6 (14.6)
mathematics	16.1 (15.9)	16.2 (16.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year

2. A more positive picture has been reflected in the English and mathematics test results of year 6 pupils over time. Here, standards since 2001 have been broadly similar to those achieved nationally. In 2001, they were in line with those achieved by similar schools and in 2002 and 2003 they were above. The 2004 results fell quite significantly, reflecting issues such as the high proportion of pupils in the year group that had special educational needs and the above average number who joined the school in the juniors. Nevertheless, despite these challenges, the

¹ Comparisons of year 2 pupils' results with similar schools are based on schools with similar proportions of pupils entitled to free school meals

English and mathematics results were very close to being in line with the national average. The English results were average when compared to similar schools and the mathematics results fell just short of this level. In these two subjects, the test and other performance data show that junior pupils generally build well on what they have attained at the end of year 2 and, overall, make good progress. In science, however, the picture has been somewhat different. Here, results have fallen each year since 2001, culminating in below average test results in 2004 when compared to all and similar schools.

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

Standards in:	School results	National results
English	26.5 (27.6)	26.9 (26.8)
mathematics	26.5 (27.4)	27.0 (26.8)
science	27.8 (28.9)	28.6 (28.6)

There were 78 pupils in the year group. Figures in brackets are for the previous year

Background and current situation relating to standards and achievement

3. The school's reception children have a wide range of attainment when they begin school. Most start in the reception classes in the term in which they turn five and are drawn from a variety of pre-school settings. This results in children having significantly different experiences of a reception year in terms of time (ranging from a full year to one term) and consistency of the quality of provision. Some children remain at their pre-school setting until they are ready to begin year 1 and so have a very different reception year experience to their classmates. The school feels strongly that this range of experience has some negative impact on infant pupils' rate of progress and the results attained in tests at the end of year 2. There was insufficient evidence for inspectors to confirm this theory. However, it is clear that, despite good teaching in years 1 and 2, test results have not been as good as might be expected. Inspectors could not find any feasible reason for this that was linked to the school's provision. It is possible therefore, that pupils' diverse school experiences may present a barrier to their achievement. This possibility is also given some credence when one compares the good progress that is reflected in the test results of year 6 pupils in response to virtually the same quality of teaching and curriculum provision.
4. Children in the reception classes achieve well in the areas of personal, social and emotional development and knowledge and understanding of the world. Standards in these two aspects are above expectations by the end of the year. Achievement in the areas of communication, language and literacy; mathematical development; and physical development is satisfactory overall, with pockets of good achievement in the language, literacy and mathematics areas in response to some good teaching. Standards by the end of the reception year are broadly as would be expected in these three areas. It was not possible to make secure judgements about standards and achievement in the area of creative development.
5. The overall rate of improvement to pupils' standards and achievement since the last inspection is satisfactory. Inspection evidence shows that throughout the school, pupils are now making good progress in reading. Pupils' good achievement in this aspect, and in relation to their skills in speaking and listening, has occurred in response to action taken by the school to raise standards. Reading standards by the end of years 2 and 6 are now average. Inspection evidence strongly suggests that the rise depicted in the 2004 year 2 reading tests will, at least, be maintained. However, standards in writing are not as high as they could be at the end of either year 2 or year 6. This is not linked to the range of writing that pupils are taught, which is extensive, but to the time they are given to develop and extend writing, both in English lessons and other subjects. In mathematics, standards are showing good improvement. Good teaching and a good curriculum, together with pupils' very good attitudes to the subject are all having a positive impact on their achievement.

6. The worrying falling trend in the school's year 6 science results has been halted. Lessons and the curriculum for science now contain a very strong focus on the development of scientific skills, an area that deteriorated after the last inspection and was at the heart of the fall in standards. In contrast, very good improvement has occurred to standards and achievement in ICT since the last inspection. All of the recommendations made in 1999 have been addressed, resulting in good achievement and above average standards in many junior year groups. Pupils also do well in RE. An interesting curriculum that is taught well underpins pupils' good achievement and above average standards.
7. Pupils with special educational needs achieve satisfactorily in relation to their individual targets. However, they are regularly taken out of lessons in a variety of subjects to receive additional help in English. This results in them missing valuable opportunities to learn alongside their classmates and hinders them from achieving as well as they might in the subjects from which they are withdrawn. The support for pupils at an early stage of learning to speak English is satisfactory. The provision is relatively new and is in the process of development. In class, these pupils generally do as well as others.
8. Test data and inspection evidence showed no significant differences between boys' and girls' standards and achievement. Data and inspection evidence also show that pupils who speak English as an additional language generally do as well as others.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes to school and behave very well. Their personal development, including their spiritual, moral, social and cultural development is good. Attendance is satisfactory. Punctuality is very good.

Main strengths and weaknesses

- Pupils enjoy school and have very positive attitudes to learning and school life
- Pupils' very good behaviour and relationships with staff and other children have a particularly positive impact on their learning
- The school's programme of 'monthly values' has an especially good impact on pupils' personal development
- Provision for modern foreign languages and other special events, such as international days, promote pupils' good understanding of other cultures
- Virtually all pupils arrive at school on time

Commentary

9. Pupils enjoy school. In lessons they show a great enthusiasm for learning. However, whilst they are keen to talk about what they have learned, too many do not take enough pride in the way that they present their work. Homework is taken seriously by pupils, as is the participation in school clubs and other activities outside the school day.
10. The school is a very orderly environment supported by rules that pupils consider to be very fair. Lessons are not disrupted by inappropriate behaviour and playgrounds are friendly and safe. Pupils do not consider bullying and name-calling to be issues. They express complete confidence in their teachers' ability to quickly sort out any problems. There have been no exclusions in recent years.
11. Pupils are polite and friendly, in part due to the good role models set by the staff. This results in very good relationships, which, in turn, creates an environment where pupils try their best and are very prepared to 'have a go', for instance, to answer challenging questions without fear of embarrassment if the answer is wrong. The very good relationships between pupils are clearly seen in how well they work together in lessons.

12. The school's procedures for developing pupils' personal qualities are effective and provide a good framework for later life. These are carefully planned on a two-year cycle, devoting assemblies and certain lessons each month to a specific 'value', such as honesty, love, trust, tolerance, freedom, humility and hope. This programme allows pupils to gain a secure understanding of the concept through good opportunities to consider deeper meanings as well as developing social skills and moral responsibilities based around a specific value. For example, the value of 'quality', addressed during the inspection, was reinforced in relation to how well pupils applied themselves to their work and friendships. Children in the reception classes benefit well from the good provision that is made to promote their personal qualities.
13. Pupils have good opportunities to learn about their own and other cultures. The programme of modern foreign languages, for example, makes a significant contribution to their personal development, with all pupils benefiting from provision that includes French, Spanish and German. Additionally, special events and activities, such as a regular 'international day' and a partnership with a school in Uganda, give pupils an insight into a far wider range of cultures than their own. The well-used school library has a very good range of books on various world faiths and cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.6
National data	5.4	National data	0.5

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

14. Rates of attendance are broadly similar to the national average. The school has satisfactory procedures for promoting attendance and is particularly rigorous in vetting requests for holidays in term time. Parents are very good at getting their children to school on time. In the month prior to the inspection, for example, over 98 per cent of the pupils were punctual.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good, with strengths in teaching; care, guidance and support; and the school's links with parents, other schools and the community.

Teaching and learning

The overall quality of teaching, learning and assessment is good.

Main strengths and weaknesses

- There is much good quality teaching throughout the school and particular strengths in year 6
- Focussed teaching in the reception classes promotes good learning, but in less structured situations adults' input is not as effective
- ICT is taught well and teachers make good use of ICT to support learning across the curriculum
- Teachers have very good relationships with pupils and high expectations of their behaviour
- Marking is inconsistent and expectations about how pupils present work are not high enough
- Homework in English and mathematics makes a good contribution to learning
- The organisation of support teaching for pupils with special educational needs could be better
- Procedures for assessing pupils' attainment and progress are good

Commentary

15. The table below shows the quality of teaching seen throughout the school during the inspection. Whilst three lessons in the juniors did not meet the required standard, none of these were cumulatively linked to a specific teacher, year group or subject. As such, they do not represent a major weakness in the teaching provision. Two thirds of the teaching was good or better and a fifth was very good or excellent. Teaching in years 1 to 6 is mostly good, with particular strengths in year 6, where expectations and challenge for pupils are consistently high.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (19%)	23 (43%)	15 (28%)	3 (7%)	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.

16. The overall quality of teaching for reception children is satisfactory, with strengths in whole class teaching and in the teaching of groups where the work has been carefully planned and is led by adults. In these situations the positive impact on learning can clearly be seen, with children responding well and building on what they already know. Teaching is less effective, though not unsatisfactory, when adults move in to support children in the activities that they have chosen themselves. In these circumstances, the level of adult interactions is generally not challenging enough so learning progresses at a much slower rate.
17. Throughout the school, many aspects of teaching are good, including teachers' subject knowledge; the methods they use, such as questioning and demonstrating; and their use of resources to capture pupils' interest. With regard to this latter, the use of interactive white boards is an especially good feature in many lessons, particularly in the juniors. Another strong feature in lessons throughout the school are the very good relationships teachers have with pupils and the high expectations set for their behaviour. This provides a very conducive ethos for learning and makes pupils want to work hard to please their teachers.
18. A number of varied features were evident in the unsatisfactory lessons. These included, inappropriate methods and tasks to allow pupils to attain the learning objectives that had been set, unclear explanations, ineffective assessment of pupils' understanding and the setting of work that was too difficult. In the analysis of pupils' work, inspectors noted some useful marking, but overall the quality is inconsistent and does not give pupils good enough information about how to improve. Moreover, expectations of how pupils present work are generally not high enough and do not add sufficiently to the promotion of standards in writing. In contrast, throughout the school good quality homework is set in English and mathematics and makes an effective contribution to pupils' learning in these key subjects.
19. The school has a good number of skilled and experienced support staff who, overall, make a good contribution to teaching and learning. However, the way in which they are deployed to support pupils with special educational needs is not always as effective as it might be. When support is provided in class, the impact of these staff is much more effective than when pupils are withdrawn to be taught individually or in a small group. In the class situation, pupils make better progress as teachers are also able to oversee their work and therefore learning is much more effective.
20. Pupils who speak English as an additional language are given some language-specific support from a trained assistant. This provision is fairly new and is working satisfactorily. In class, these

pupils do not have any significant difficulty understanding teachers or the work set, and generally learn as well as others. Occasionally, however, staff do not do enough to include pupils who are clearly not engaged in the lesson, and so their learning is hindered.

21. Assessment is good overall and has improved since the last inspection. There are particularly effective procedures in English, mathematics and ICT and satisfactory procedures in science. Assessment in other subjects occurs regularly when pupils have completed units of work. Systems in the foundation stage are satisfactory and currently under development. An issue that is rightly being given attention is the significantly varied information that the school is given about children's attainment from the variety of pre-school providers. Much of this is not proving to be very useful in helping to determine what children can and cannot do when they begin school. Reception teachers have devised some useful checks for key areas and make informative, ongoing, assessments that are supported by photographs and notes that help them assess and plan children's work. Elsewhere in the school, day-to-day assessments are generally used well to match work to pupils' needs. Work has recently begun on involving pupils in the assessment process by getting them to evaluate how well they are doing in relation to their targets. Pupils' assessment books, which are monitored periodically, also provide an ongoing overview of their progress.
22. At a whole school level, effective use is made of data from tests and assessments. This is analysed to support the setting of targets and to identify areas for improvement; a good example has been the whole school focus on scientific investigation, which showed up in the test data. Data is also used to compare the progress of individuals and specific groups, such as boys and girls and those from minority ethnic groups, so that additional input can be given, for example, in the form of booster groups, to raise their attainment.

The curriculum

The school provides a satisfactory curriculum with good opportunities for enrichment. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- There are strengths in provision for mathematics and ICT, but in the juniors there are not enough opportunities for pupils to develop writing skills
- The regular withdrawal of pupils with special educational needs from lessons reduces their entitlement to a broad and balanced curriculum
- There is good provision to promote pupils' personal development
- Learning is made interesting and fun by the good range of activities outside lessons

Commentary

23. Since the last inspection the school has maintained its broad and balanced curriculum and continues to make effective use of the national strategy for numeracy and the locally agreed syllabus for RE. Effective adaptations and modifications have also been made to a range of national guidance documents to support provision for other subjects, enabling teachers to produce informative, detailed and consistent plans. Notable examples are found in ICT where the curriculum is very good. However, the school has encountered some difficulties in implementing the national literacy strategy to their full satisfaction. Provision for the development of reading, speaking and listening skills is good throughout the school, and in years 1 and 2 there is generally satisfactory provision for promoting writing. However, in years 3 to 6 there are insufficient opportunities for pupils to produce enough written work in literacy lessons and other subjects. Setting² for numeracy in years 2 to 6 has been effective and is having a positive impact in raising standards. The curriculum for reception children is satisfactorily based upon the

² Where pupils are organised into teaching groups on the basis of their ability

specified six areas of learning, with good opportunities for children to learn through play and first-hand experiences.

24. The quality of individual education plans for pupils with special educational needs is satisfactory. However, although the work that they are given when withdrawn from lessons is well linked to their individual targets, learning takes place in isolation. Opportunities for pupils to transfer their new knowledge and understanding in class are not well planned and pupils do not receive enough support for learning alongside their classmates. Moreover, because they are taken out of class so often this creates a further barrier to their learning in the subjects that they miss.
25. The curriculum is effectively enhanced by the good provision made for pupils' personal, social and health education. This is planned in detail and with a good degree of regular monitoring and evaluation to check that pupils of the same age are receiving similar experiences. The science curriculum provides good opportunities for pupils to explore the sensitivities of issues such as substance abuse and sex education.
26. The school provides an interesting range of activities to enrich the curriculum. A particular strength is the value and importance placed upon learning outside the classroom and promoting pupils' knowledge and understanding of their own and other cultures. In years 5 and 6, for example, pupils were highly motivated and enthused after participating in an international festival at the secondary school and after visiting HMS Belfast and the London War Museum. The school also provides good opportunities for all pupils to learn modern foreign languages. There is a satisfactory range of lunchtime and after school clubs, which are well attended. Sports and the arts are adequately catered for and boys and girls are given equal opportunity to participate.
27. The school is well resourced. In particular, there is a good number of skilled and experienced support staff and resources for English, mathematics and ICT are very good. Book areas are well stocked and the new junior library is bright, inviting and used regularly. Resources and the accommodation for reception children are good. Throughout the rest of the school, the accommodation is satisfactory. Whilst the ICT suite is used well, its location is not ideal, with lessons often being interrupted by adults and pupils who have to use it as a thoroughfare to other parts of the building.

Care, guidance and support

Pupils are very well cared for and receive a good level of support for their personal and academic development. The school has satisfactory procedures for seeking and acting on pupils' views.

Main strengths and weaknesses

- Pupils are very well looked after in a safe and caring environment
- Child protection and health and safety matters are treated very seriously
- Dining arrangements do not contribute enough to pupils' personal development
- A good level of support and guidance is provided for all pupils, and particularly good arrangements exist to support vulnerable children
- The school council could be organised better to promote pupils' personal skills

Commentary

28. Children feel safe and secure at school. Staff provide a high level of care and treat pupils with respect. Relationships are friendly and trusting. Pupils see their teachers as friends and know that any concerns will be listened to sympathetically. Supervision is good.
29. The school has a high level of expertise in dealing with child protection issues. Senior staff are very well trained and all staff are kept up to date with current good practice in this area. Working relationships with outside agencies are very good. Health and safety matters are treated very

seriously. All teachers are trained in the production of risk assessments, which are produced conscientiously for perceived risks both in school and for all external visits. There is a high level of qualified first-aid cover on both sites. Very good organisation ensures that there is always a core of staff familiar with the potential problems of individual pupils with specific medical conditions. The health and safety issues raised in the last report have been well addressed.

30. Despite the very good level of care and warm relationships in school, dining arrangements have an institutional feel, which are out of character with the rest of the school day. Whilst behaviour is good, noise levels in the dining room are too high to allow easy conversation. The arrangements do not encourage pupils to see eating a meal with friends as a social occasion. During the inspection there was little evidence in the dining room that healthy eating is being effectively promoted.
31. Pupils are well supported in their personal and academic development based on teachers' good insight of individuals. The sections of pupils' annual reports that deal with their personal development are well written and, when appropriate, give clear guidance on how they can improve. Pupils' academic progress is monitored well and all have targets that are reviewed regularly. The school has very good arrangements for looking after pupils who may at times find playing on the playground at lunchtime difficult. A special room, staffed by an experienced person and equipped with computers, tables and games, is available for pupils who want a calmer or quieter environment. The room is appreciated very much by pupils, who, during the inspection, were there for reasons ranging from getting over an operation to the emotional problems of coping with a crowd.
32. The school is interested in what pupils think and has set up a school council for them to make their views known. This is made up of elected representatives from each class who discuss matters brought to their attention, either by their class or through suggestion boxes. Recently the council has been influential in the design of an adventure play area. Whilst pupils think highly of the school council, the large number of members makes meetings difficult to manage so they are too dominated by staff. Consequently, this good opportunity for pupils to develop personal skills is not being exploited sufficiently.

Partnership with parents, other schools and the community

The school has very good links with parents, the community and local schools.

Main strengths and weaknesses

- Parents have a very high opinion of the school
- Parents are kept very well informed on their children's progress
- The home/school partnership works well in encouraging parents to be involved in their children's learning
- Pupils benefit from very close links with the community and local schools

Commentary

33. Parents are very happy with the school. Of note was parents' praise for the approachability of the headteacher and staff, the progress their children make and the quality of the teaching. There was no common theme to concerns raised by a very small number of parents.
34. The school is very effective in keeping parents informed. There are regular opportunities for parents to discuss, formally and informally, their children's progress and targets with teachers. This encourages parents to be more involved in their child's learning. Great effort is made by the school to ensure that parents who miss a formal meeting have the opportunity of a follow-up meeting. School reports, which were criticised by the last inspection are now of good quality. They are well written, consistent in style, and contain much useful information such as the levels children are working at in English, mathematics and science. This allows parents to monitor their

children's progress year-on-year. Targets are nearly always written specifically enough for parents to know what to do to help their child.

35. The school is successful in involving parents in their children's education. Workshops outlining how subjects are taught are well attended. For instance, very high numbers of parents attended presentations on ICT and mathematics. The many parents that regularly volunteer to help in the school make a valuable contribution to pupils' learning.
36. The school is very much involved in the local community. Pupils have opportunities to meet the local police and fire-fighters. They meet older members of the community through visits to sheltered housing, talking to people who remember the Second World War, and through learning to play bowls with members of the local bowling club. Good use is made of the school's facilities by a local church, which holds their weekly services in one of the school halls. There are extensive links with other primary and secondary schools. These range from a jointly arranged annual music festival to sporting tournaments and events. Pupils also benefit from having foreign language lessons taught by teachers from one of the receiving high schools to attending special events at the high school, including a science week.

LEADERSHIP AND MANAGEMENT

The quality of leadership, management, and governance is good.

Main strengths and weaknesses

- The headteacher is successful in promoting a very caring ethos and engendering a commitment to raising standards
- The deputy headteacher makes a very good contribution to the way the school is led and managed
- Overall, subject and other co-ordinators are effectively involved in improving provision and standards
- Governors make a good contribution to the way that the school is run

Commentary

37. The headteacher leads and manages the school well. His dedication to providing pupils with a very caring ethos in which to learn is tangible and is effectively matched by a sincere commitment to raise standards. Despite the school operating on two sites, the headteacher has been successful in implementing a culture of teamwork so that all staff share his ideals and work hard to provide the best for pupils. This corporate approach is steering the school effectively toward improvements and is clearly reflected in the consistent standard of provision for pupils' personal development, the consistent quality of teaching, and the team approach to leadership and management. A good example of the latter is the significant involvement of the deputy in all of the major aspects of leadership and management, thereby allowing her to be a key player in the school's development and provide very good support for the head. The headteacher, deputy and the rest of the senior management team have an informed view of the school's strengths and weaknesses. This has been gained through, for example, rigorous analysis of test and assessment data and regular checks on lessons and pupils' work. All of this has led to the identification of the right priorities for development, which are outlined satisfactorily in the school's improvement plan.
38. Co-ordinators for subjects and other aspects are mostly dedicated, knowledgeable and keen to influence and improve provision in their areas of responsibility. Although many are fairly new to their roles, they are proving successful, with particularly good examples in mathematics and ICT. The co-ordinators for English and science have had relatively less time or opportunity to make an impact. In English this is because the co-ordinators are fairly new to the role. In science, the co-ordinator has, as a member of the senior management team, been very involved in the school's priorities to raise standards in English and mathematics, so science has only recently

become a main priority. The provision for pupils with special educational needs is led satisfactorily. The co-ordinator has a good knowledge and understanding of pupils' needs and places a high priority on quickly identifying potential problems and providing help to overcome them. However, whilst the school is well staffed and resourced to meet the needs of this group, the organisation and management of additional help and support is unsatisfactory.

39. The governing body makes a good contribution to the way the school is led and managed. They conduct their role of critical friend well, asking the school to account for its performance in relation to pupils' standards and achievement. Governors' information about the school is well supported by frequent visits to lessons and discussions with link co-ordinators. They bring this to bear well when, for example, contributing to or evaluating progress in relation to priorities identified in the improvement plan. Governors fulfil all of their statutory duties.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,049,011	Balance from previous year	95,576
Total expenditure	1,056,892	Balance carried forward to the next	61,957
Expenditure per pupil	2,616		

40. Financial management is satisfactory. The school works hard to ensure that finances are used to best effect for the benefit of pupils and that value for money is achieved in spending decisions. The large surplus that accrued last year was being held in reserve to finance the significant outlay to update resources and provision in ICT. The current surplus is now in line with national recommendations.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The quality of provision for reception children is satisfactory overall, with a number of good features. During the last 18 months, the foundation stage co-ordinator has transformed the way that provision is organised. Much hard work has gone into ensuring that the curriculum is planned in line with the specified six areas of learning and that play and practical work are at the core of children's learning experiences. Parents express very positive views on the changes that have taken place and feel that provision has improved significantly. During the inspection, some good and very good teaching was seen by both teachers in activities that had been carefully structured and planned to promote learning in various areas of the curriculum. Children showed great enthusiasm and interest in these activities and made rapid progress. In contrast, however, whilst children's interest in activities that they had chosen for themselves was sustained quite well, the level of adult intervention was fairly limited in taking their learning forward. Thus, although there is generally an appropriate balance between adult-directed and child-initiated activities, opportunities to capitalise fully on the latter are not being exploited sufficiently. The good quality of accommodation and resources, including the improved outdoor learning environment, are well organised to promote children's independence, stimulate their interest, and celebrate their efforts.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well and show good concentration
- Relationships between adults and children are very good
- The potential of 'fruit time' is not exploited sufficiently

Commentary

42. Overall, children achieve well. Indications are that by the end of the reception year most will reach the expected learning goals. Teaching, for the most part, is good. The difference between right and wrong is effectively communicated to children in ways that they understand. Consequently, behaviour is very good and children are learning to work and play as part of a group. Adults show care and respect for children and treat them sensitively. As a result, relationships are very good, with children becoming increasingly confident and happy to come to school. The opportunities for children to make some choices about their work promote social skills and independence. The 15 minutes allocated to 'fruit time' is a pleasant daily interlude where children exchange news, but much more could be done to exploit its potential for developing personal and social skills, as well as learning in a variety of other areas of the curriculum.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Reading skills are taught well
- Learning areas are well organised to motivate children to read and write
- More challenge and structure is needed to achieve the best learning in the activities that children choose for themselves

Commentary

43. Overall, children make satisfactory progress and most are on target to reach the expected goals by the end of the year. Teaching is satisfactory overall, with strengths in the teaching of reading. For instance, when reading, teachers emphasise words in bold type, point out punctuation, reinforce the direction in which print is read, use correct vocabulary and get the children to talk about the story, characters and illustrations. In response, the children show very good interest in books. In library sessions they browse purposefully, chat about the illustrations and pick out some familiar letters and words. The children are good listeners. They have sound opportunities to develop speaking skills, but the potential of some activities is not always capitalised upon to this end. Classrooms are organised well to stimulate children's interest in books and writing, but when children are involved in activities that they have chosen for themselves, such as working in the home corner, outdoors, or in the well-equipped writing area, the quality of adult intervention is not as good as it might be to promote language and literacy skills. Children's writing shows that some are beginning to apply what they have learned about letter sounds to produce short phrases or familiar words, such as their own names or 'mummy'. During the inspection, children were being taught how to hold pencils and form letters correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Whole class sessions and planned small group activities are taught well and promote good learning
- More challenge and structure could be added to promote mathematical development in the activities that children choose for themselves

Commentary

44. Overall, children are making satisfactory progress and most are on target to reach the expected goals by the end of the year. Teaching is satisfactory overall, with some strengths. In the short, whole class and small group, sessions that had a specific mathematics focus, teaching and learning were good. Children were counting confidently to ten and being taught good strategies for accurate counting of objects, for instance, putting them in a line and touching each one as they counted. An outdoor activity, where the children had to find hidden plastic teddies, really captured their interest and they enthusiastically sorted these into sets based on colour. This was then followed up by some good questioning and prompting from the teacher, which required the children to count and compare the sets and then say which had more or fewer teddies. It is clear from displays and photographs of children's work that mathematical development is addressed across the curriculum; for example, in artwork that is linked to pattern and shape. Often, the children have some considerable time to engage in activities of their own choice. During these periods, the quality of adult input is at a fairly low level and does not capitalise enough upon the opportunities that present themselves to promote mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children receive a good range of first-hand learning experiences and some very good teaching
- They are encouraged to use their senses to find out about the world
- ICT skills are developing well

Commentary

45. Overall, children make good progress and most are on target to attain the expected goals by the end of the reception year. Learning experiences are thoughtfully planned and there is some very effective teaching. During the inspection, the children were learning about the different living conditions of polar and brown bears. After a discussion in which the children were shown photographs of the bears, and of their locations on a world globe, they used ice, earth and foliage to create replicas of their different habitats. The teacher constantly prompted the children to use their senses to observe and describe the materials, which added much to the development of scientific skills. When some children took the ice cubes to the water tray, the teacher extended their learning well, getting them to listen to and describe the sound that the ice cubes made as they were dropped into the water and later, when returning to the water tray, to speculate about why they had disappeared.
46. Photographs and displays of past work show good promotion of early scientific skills, for example, when children mixed ingredients for gingerbread men and commented upon the changes that occurred during the mixing and after cooking. A good photographic display of places that children see on the way to school supports learning in geography, as did a recent talk about Uganda, with opportunities for the children to dress up in African clothes. Children's skills in using ICT are developing well. Many choose to work at the computers and show good skill in controlling the mouse to move objects on the screen or draw pictures.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Outdoors, children participate enthusiastically in physical activities
- A wide range of indoor activities satisfactorily supports children's manipulative skills

Commentary

47. Children make satisfactory progress and are on target to reach the expected goals by the end of the reception year. It is not possible to make a secure judgement about the quality of teaching because no significant, direct, teaching of physical skills was seen. However, an appropriate range of indoor and outdoor opportunities are planned to promote children's large and small co-ordination skills. Outdoor provision is much improved since the last inspection. Colourful wall murals and a good range of varied resources stimulate children's interest and promote their engagement in activities such as climbing, balancing and manoeuvring wheeled toys. During the inspection, adults' involvement in these activities was of a supervisory nature. Outdoor resources, such as the sunken boat, support creative development and children's knowledge and understanding of the world, whilst wall mounted chalkboards help to promote literacy and numeracy development. Teachers plan the use of the outdoor area carefully to promote learning across the curriculum, for example, in mathematics. Indoors, children engage in a wide range of activities, such as threading, cutting, sticking, sand and water play, and working with malleable materials, all of which help them make satisfactory progress in gaining dexterity and manipulative skills.

CREATIVE DEVELOPMENT

Commentary

48. It was not possible to make secure judgements about the provision, standards and achievement in this area. Displays show that children engage in an appropriate range of artwork, including painting, printing, collage, drawing and sculpting with clay and other malleable materials. Work shows effective links with other areas of learning, such as the pictures that children create using

computer programs. In assemblies, the children enthusiastically sing along with older pupils and accompany their singing with actions. Part of a lesson seen with the full reception year group showed that they are gaining skills in controlling the pitch and timbre of their voices. Provision for pretend play is made indoors and outside. Children enjoy dressing up and playing in the home corner, taking on different roles and acting out various scenarios.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There are good initiatives to raise standards
- Reading is taught well and pupils' speaking and listening skills are promoted effectively
- Standards in writing are not high enough

Commentary

49. There are good initiatives to raise standards. The recent focus on reading and promoting speaking and listening skills is working well. The school has identified a weakness in writing and the co-ordinators have, rightly, prioritised this as a key area for improvement.
50. Pupils are making good progress in speaking and listening and standards are at least average by the end of years 2 and 6. Pupils' enthusiasm to join in discussions and articulate their thoughts confidently was noted in many lessons. Teachers plan ample opportunities for role-play, drama and poetry. For example, year 4 pupils collaborated well and exchanged ideas sensibly when preparing a play script, whilst year 2 pupils became convincing witnesses during a role-playing exercise depicting the baptism of Jesus. Throughout the school, pupils' listening skills are good; they listen carefully to staff and to each other and respond appropriately.
51. Provision for reading is very well planned and managed. The concentrated effort throughout the school to improve reading skills is paying off and standards are rising. Pupils have regular and varied opportunities to read across the curriculum and the provision for guided reading³ is good. Consequently, even the lowest attainers can call on a number of strategies and are therefore confident in trying to read unfamiliar words. In relation to their age, the highest attainers in years 2 and 6 read very fluently and with good understanding. They readily discuss authors and personal likes and dislikes. Average attainers throughout the school, read suitable texts well, giving due attention to punctuation. The school's two, well stocked libraries support pupils' reading and research skills. With the junior library being adjacent to the ICT suite, pupils are easily able to access information from more than one source.
52. Writing is the weakest area in terms of standards and provision. However, the focus and effort that has been put into promoting skills in reading, speaking and listening are beginning to have a good impact on writing. Whilst, pupils are given experience in writing in a range of forms, in the juniors, especially, they do not have enough opportunities to write at length or to develop writing through drafting and editing. Moreover, the good opportunities that exist for writing to be reinforced through recording in other subjects, such as history, geography and RE are not being capitalised upon enough. Despite some good teaching and support from classroom assistants, a significant number of pupils do not complete their work in the allotted time. In part this is due to their limited writing skills. However, the organisation of time for writing, both in literacy and other

³ Where groups of pupils of the same ability are taught specific reading skills and strategies

lessons is in need of review. The impact is particularly noticeable for more able pupils who are not yet attaining the higher levels when they reach the end of year 6.

53. Teaching is satisfactory overall, with strengths in reading, speaking and listening. The teaching of writing is, overall, satisfactory with some good practice seen in years 1 and 2 and very good teaching in year 6. Setting in year 6 is working well. Despite such a wide breadth of attainment, these arrangements are allowing teachers to accurately target and support specific groups. There is some good evidence of pupils becoming actively involved in the learning process. Their individual targets help them to know what they are aiming for and to evaluate how well they are achieving.

Language and literacy across the curriculum

54. Although writing across the curriculum is a weakness, there are many planned opportunities for pupils to use reading and discussion skills in other subjects. For example, linking with their history work, year 6 pupils made very good verbal presentations about the shelters they had made in design and technology; year 3 pupils provided detailed descriptions of the warming-up process in PE; and many ICT-related links were noted that supported reading skills through research tasks.

Modern Foreign Languages

55. Work in modern foreign languages was sampled so no secure judgements are made about provision, standards or achievement. Within the school's curriculum, all pupils are given a variety of experiences in learning two to three foreign languages, covering German, French and Spanish. In addition, there are extra-curricular, fee-paying, Spanish and French Clubs. The school capitalises well upon the number of teachers on its staff with foreign language skills. The very good links that have also been forged with a local specialist language school enrich the provision.
56. No German or French lessons were seen, but simple captions around the school and conversations with pupils highlighted their enjoyment of learning these languages. Pupils confidently pronounced and understood simple phrases, knew the days of the week and made good attempts at counting. In the one Spanish lesson seen, pupils responded well and were involved and interested throughout. The teaching was good and a video was used well to support teaching and learning. The provision makes a very positive contribution to pupils' cultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' very good behaviour and positive attitudes contribute to their good achievement
- Pupils are generally well taught and assessments are used effectively to plan the next stage of learning
- The subject is well led and managed

Commentary

57. The standard of work being produced by the present groups of pupils in years 2 and 6 is broadly average. Given year 6 pupils' earlier attainment at the end of year 2, this reflects good achievement.
58. Although there was some significant variation in the quality of teaching during the inspection, especially in the juniors, pupils' work shows that, overall, teaching and learning are good.

Inspectors saw many examples of effective teaching where pupils clearly enjoyed mathematics lessons and achieved well. Teachers' managed behaviour very well through lively and interesting presentations and the provision of tasks that had been thoughtfully prepared to meet all pupils' needs. Pupils' very good attitudes and behaviour make a significant contribution to their good achievement. They are attentive, keen to learn and readily discuss their work using appropriate mathematical vocabulary. Pupils were seen to work well independently and collaboratively.

59. In lessons that were very good or excellent, teaching was brisk and underpinned by high expectations. Teachers used a variety of methods to explain new work and made very effective use of the interactive whiteboards and computers. They employed quick-fire, probing questions to extend and gauge pupils' understanding. Good use of problem solving activities helped pupils to successfully apply ideas to practical situations. This systematic approach is having a positive impact on raising standards. Where teaching fell short of the expected level, teachers did not give clear enough explanations of mathematical ideas or the work to be completed. This resulted in a lack of understanding for some pupils and confusion about what they had to do.
60. Systems to assess pupils' progress are good. Day-to-day assessment is used well by teachers to guide their planning, for instance, to ensure that tasks are matched to pupils' abilities. End of unit assessments are meticulously linked to the national numeracy strategy, thereby providing comprehensive information to ensure pupils are set into appropriate groups for teaching.
61. The leadership and management of the subject are good. Curriculum planning and teaching is carefully monitored and, along with thorough checks on the assessment data, provides good information upon which to base plans for improvement. A good example is the identification of the need for consistency across the school in the challenge provided for higher attainers.

Mathematics across the curriculum

62. Pupils' skills in mathematics are used effectively in other subjects. This helps to reinforce their understanding of mathematical ideas by using them in practical and relevant ways. Good links with science, history and design and technology are effectively planned and there are some particularly good links with ICT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Most pupils make satisfactory progress, but higher attainers are not always sufficiently challenged
- Weaknesses in scientific investigation are being effectively addressed, but there is insufficient monitoring and evaluation of the curriculum
- There is good teaching of scientific skills

Commentary

63. Inspection evidence shows that, overall, pupils are making satisfactory progress and attaining broadly average standards by the end of years 2 and 6. However, their work often shows that regardless of ability, pupils in the same year group generally complete exactly the same work. The result is that there is some lack of challenge for higher attainers. Lower attainers and those with special educational needs often receive additional support to help them with their work and so make satisfactory progress. Pupils who speak English as an additional language are also well supported by teaching assistants and therefore achieve satisfactorily.

64. From their evaluation of pupils' national test results, the school has identified the need to develop investigative skills. Thus a strong focus on scientific enquiry is now in place. Evidence from lessons and pupils' recent work shows that whilst teaching is satisfactory overall, there is good teaching of this key aspect of science, which is beginning to impact positively upon standards. For example, in year 2, pupils were enjoying finding out about the absorbency of different materials and in year 1 they were fascinated when exploring how magnets stuck to different objects; in year 6, pupils investigated air resistance through experimenting with different sized parachutes. Alongside this focus on scientific investigation, knowledge of various aspects of science is being satisfactorily developed; for example, year 4 pupils had a particularly impressive knowledge of the human body.
65. Leadership and management are both satisfactory. The subject leader is knowledgeable, and her teaching provides a good exemplar of practice. The subject has only recently become a main priority for improvement so monitoring is at an early stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' are achieving well and standards are rising
- Pupils' good behaviour and keenness to learn are supporting their good achievement
- Teaching is good, with teachers making effective use of ICT to support learning in other subjects
- Very good leadership from the co-ordinator has underpinned significant improvements since the last inspection

Commentary

66. During the inspection, no lessons were being taught in year 2 and there was insufficient evidence to make judgements about teaching, standards or achievement at the end of that year. A lesson seen in year 1, together with work produced by pupils in this year group show that standards are in line with those expected for their age, suggesting satisfactory achievement. In year 6, standards are also broadly average, but pupils are achieving well. The discrepancy in these two judgements is because the effectiveness of staff training and new resources have not yet had sufficient time to impact fully upon the oldest pupils' attainment. There is, however, considerable evidence to show that standards in years 3, 4 and 5 are above average.
67. Pupils demonstrate great confidence in their use of computers. They are keen to try out new programs and to improve their knowledge of more familiar ones. Their very positive attitudes and behaviour support successful learning. Pupils work very well co-operatively in pairs, discussing and resolving problems with the use of correct technical vocabulary. They take good advantage of additional learning opportunities, such as extra sessions in the computer suite before school and at lunchtime.
68. Teaching is good, representing a very significant improvement since the last inspection. The considerable training that has been put in place for teachers and other learning support staff is really paying off and is clearly seen in pupils' systematic development of skills. Teaching assistants play a significant and positive role in helping pupils learn and consolidate new skills. Classrooms are well equipped with interactive whiteboards and there is considerable software to support pupils' learning. Assessment of pupils' progress is good and day-to-day assessment is used well to plan future lessons.
69. The subject co-ordinator provides highly effective leadership and a great determination to effect change. He has worked extremely hard to support teaching and learning throughout the school, with his own very high aspirations setting a challenging standard for colleagues. Innovative planning, such as the framework the co-ordinator has constructed to give teachers ideas and

guidance about how to be imaginative in the use of ICT has ensured that the subject is taught, reinforced and used well across the curriculum. The subject is managed satisfactorily, but there is little time available for the co-ordinator to monitor colleagues' planning or the quality of teaching. Nevertheless, he knows the strengths and where improvements can be made.

Information and communication technology across the curriculum

70. The use of ICT across the curriculum is very good. Teachers use computers in classrooms as a matter of course to further pupils' ICT skills while extending their knowledge and understanding in other subjects, such as mathematics, history and English. This usage is built carefully into teachers' planning. Lessons in the ICT suite are also frequently linked to learning in other subjects. Here, pupils' good skills enable them to readily access search engines, make use of methods to store and present data and communicate via e-mail, as well as using basic word processing skills to present written work.

HUMANITIES

Religious education (RE)

Provision in RE **good**.

Main strengths and weaknesses

- There is an innovative and effective curriculum that embraces many religions
- There are good links with other subjects
- Pupils show good knowledge and understanding

Commentary

71. It was only possible to see one lesson, which was taught well. This, together with discussions with pupils and staff and an analysis of pupils' work, show that provision is good. Pupils achieve well and generally attain standards that are above those expected by the end of years 2 and 6. Pupils in years 1 and 2 have a good grasp of key events and stories from the Bible. For example, in the lesson seen, the enactment of the baptism of Jesus by John the Baptist helped pupils to understand the symbolism of water linked to the beginning of a new life. Pupils have good recall of stories about Jesus and about specific festivals relating to the Christian, Jewish, Hindu and Muslim religions.

72. The curriculum is comprehensive, principally covering the world religions of Christianity, Islam and Judaism. However, throughout the school, but particularly in years 3 to 6, stories, ways of worship and the religious practices of Sikhs, Hindus and Buddhists are also included. By year 6, pupils show a good knowledge and understanding of the main features of worship for these religions and, in discussion, accurately use the specific terms relating to each. Whilst pupils' written work shows satisfactory coverage of the topics and appreciation of similarities and differences of the different faiths, more use could be made of recording to promote writing skills.

73. The recently appointed co-ordinator has worked hard to produce a curriculum based on national guidelines and the locally agreed syllabus. Assessment opportunities have been built into the planning and the co-ordinator has monitored pupils' work and colleagues' teaching. A good range of books and effective use of the Internet supports pupils' learning through the provision of good research opportunities. The subject contributes well to pupils' spiritual, moral and cultural development.

Geography and history

74. There was insufficient evidence upon which to make secure judgements about provision, standards and achievement in geography or history. During the inspection, some very good teaching of history was seen in year 3. However, overall, pupils' work shows mostly satisfactory coverage of the curriculum in both subjects. There are some weaknesses, however, in year 4 where the amount of work produced by pupils is insufficient. Throughout the school, a significant amount of work is recorded on work sheets, often consisting of a few words or phrases and the colouring of illustrations. Whilst this is sometimes appropriate, the extent of worksheet use is doing little to support the development of pupils' writing skills. Some good evidence of written recording was seen in year 2 where pupils wrote accounts of the Great Fire of London and letters to the government from Florence Nightingale. In year 6, recorded work in history was of greater length and contained some good information about what had been learned. Displays of geography work show that junior pupils have been studying a village in India, making some comparisons with their own locality, and learning about how dams may affect the environment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Work in **art and design**, **design and technology**, **music** and **physical education (PE)** was sampled. Consequently, secure judgements about provision, standards, and achievement in these subjects are not made.

76. In the one **art and design** lesson seen in year 2, the teaching was very good. In response, pupils were able to build very well on earlier learning about sculpting. The teacher introduced pupils to a wide range of useful techniques for shaping, moulding and marking the modelling material used and gave them good time to experiment with these. As a result, the pupils were well primed to begin the creative task of sculpting a real or imaginary creature. They worked hard and with very good interest throughout the lesson, providing helpful and positive comments to each other. Their finished creatures were of a very good standard and showed how effectively they had applied the newly acquired techniques. Planning for art and design shows that pupils cover the expected range of work in all elements of the subject.

77. Evidence shows that **design and technology** is being taught regularly, with a comprehensive curriculum based on national guidance materials. Year 1 pupils, after experiencing a workshop on toys that linked to their history lessons, produced their own toys, choosing different materials and effectively applying a range of joining and sticking techniques. They followed this up by writing about them and talking about ways that they could be improved. Skills of designing, making and evaluating are built upon in the juniors. For instance, in a very good lesson in year 3, pupils rose to the challenge of making a photograph frame, giving good thought to its size, shape and decoration and to how it could be made to stand up. In different year groups, pupils talk animatedly about what they have produced. For example, year 6 enthusiastically recalled their model fairgrounds and good quality models of shelters.

78. The **music** curriculum is securely based on national guidelines and includes all the elements of singing, listening, composing, performing and appraisal. Some good teaching was seen in year 2 where pupils made good progress in learning the difference between pulse and rhythm and showed very good listening skills when repeating phrases. A practice session in the juniors satisfactorily promoted pupils' awareness of the musical elements of tempo, dynamics and pitch, as well as helping them to gain some control over their breathing as they sang. Junior pupils have opportunities to explore the moods and emotions created through music and to produce group compositions, which they do well. Singing in assemblies was enthusiastic and showed that pupils had learned the words and tunes to a wide range of songs and hymns. Pupils have good attitudes to music and work with enjoyment. Adding to the curriculum is the recorder group and the opportunities available for paid instrumental tuition. However, only one instrument, the bassoon, is taught at the school, the others being taught at nearby primary schools to which pupils have to travel, which causes some logistical problems. A choir has recently been formed and pupils participate in singing with other schools at festivals and in the community.

79. In **PE**, a very good dance lesson was seen in year 5 where pupils created sequences of movements to reflect what they had learned about myths and fables in literacy lessons. Effective use of a digital video camera also allowed pupils to immediately evaluate and then improve their work. Discussion with the subject co-ordinator revealed that a review of PE had recently been conducted and that areas for improvement had been identified and were being addressed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Provision in **personal, social and health education** was sampled. Aspects of this provision are taught both as discrete topics and as integrated parts of a range of subjects. Consequently, pupils not only have a good understanding of how personal development is linked to learning, but also how it goes beyond the classroom. In discussions, pupils demonstrate a well-informed confidence and ability to express their opinions whilst, at the same time, being tolerant of opposing views. The school council provides opportunities for pupils to raise issues and effect change, such as pupils' initiation of an environmental project, as well as lobbying for improved toilet facilities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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