

INSPECTION REPORT

MILFORD PRIMARY SCHOOL

Nottingham

LEA area: Nottingham City

Unique reference number 122711

Headteacher: Mr D Magner

Lead inspector: Mr D Marshall

Dates of inspection: 11th – 14th April 2005

Inspection number: 267322

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:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	321
School address:	Dungannon Road Clifton Estate Nottingham Nottinghamshire
Postcode:	NG11 9BT
Telephone number:	0115 9152951
Fax number:	0115 9152951
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Pollard
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Milford is a larger than average, one-and-a-half form entry primary school with 321 pupils on roll in 11 classes including the nursery. The school serves a mixed, but below average social area in the heart of the Clifton Estate in Nottingham. Around 18 per cent of pupils claim free school meals.

The school is split between two adjacent sites. The main entrance is in the building that contains the nursery, reception and classes 1 and 2 – and a hall and the headteacher's office. The staff room, dining room and remaining classes are in the other building.

Children's attainment on entry is well below average in most areas of learning. There are 30 pupils currently identified as having special educational needs. This is around the national average. There are no pupils with a statement of specific need, although three pupils currently in the school have severe needs and learning problems. Milford is an area of low cultural and ethnic diversity and there are no pupils on roll with English as an additional language. Attendance in 2004 was below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Information and communication technology Music Physical education
9446	Helen Griffiths	Lay inspector	
14976	Peter Dexter	Team inspector	Mathematics Art and design Design and technology Special educational needs
10144	Mary Marriott	Team inspector	Science Geography History Religious education The Foundation Stage

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Newark on Trent
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Milford is a sound and improving school. Pupils achieve well both in their work and in their personal development. Teaching is good. Although standards in most subjects are below average levels for their age by the time pupils leave school, they all make good progress. The school is very well led by the headteacher. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils are now achieving well in English, mathematics and science.
- The headteacher provides very good leadership and is well supported by the staff. Subject leadership is not always effective enough.
- There is a high level of commitment to include all pupils in everything offered by the school, including a good programme of visits and visitors.
- All staff know their pupils well and promote pupils' personal development very well.
- In some subjects, checks on pupils' learning are not used well enough to raise standards for them all.

Since the school was last inspected the rate of improvement has been satisfactory. All the issues from the last report have been dealt with. Assessment in English and mathematics is now effective, and as a result standards have improved. However, this is not yet the case in other subjects. Although subject co-ordinators make a greater contribution to planning and monitoring, there are still ways in which their expertise could be better employed. The successful work of the headteacher and staff in the last two terms has begun to return the school to the good position noted at the time of the last inspection.

STANDARDS ACHIEVED

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

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

Achievement is good overall. It is good in the Foundation Stage where children start with well below average skills in all areas of learning. Children are well taught and standards are raised to below average overall when they enter Year 1. Pupils work hard in Years 1 and 2 and achieve well, but standards are still below average in reading, writing and mathematics. Whilst pupils' results in Year 6 in national tests in 2004 were below average in English and science and well below average in mathematics, they still represented good achievement for a lower attaining group of pupils. Compared to schools in similar circumstances the results in English, mathematics and science were above average. Standards in Year 6 are now below average in English, mathematics and science, but improving. Pupils' achievements in information and communication technology (ICT) are improving rapidly and

their standards in this, and in some aspects of music, are above the expected levels for their age. Pupils with special educational needs achieve satisfactorily.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. As a result, pupils have positive attitudes to school. They are encouraged to help one another and show consideration for others. Pupils' behaviour is good. They are enthusiastic and motivated and enjoy coming to school. Relationships between staff and pupils and between the pupils themselves are very good. The school's attendance rate is unsatisfactory and below the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. In the Foundation Stage, the teaching is good and helps children to settle into school well so that they make good progress in their learning and develop good learning habits. In Years 1 and 2 the quality of teaching is good because the management of behaviour and the encouragement to learn given to pupils are consistent and this carries learning forward well and so raises pupils' self-esteem and promotes a really pleasant atmosphere for learning. In Years 3 to 6, teaching is good overall. Teachers use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all. The teaching of English and ICT is particularly good throughout the school, and opportunities for pupils to use the skills they have learnt in these lessons in other subjects are now well developed. Teaching assistants work very effectively, valuably enhancing the quality of teaching and learning.

Teachers know their pupils well. Assessment information about what pupils know, understand and can do in English is detailed, and used well to make the work relevant to pupils' needs and to build on their previous learning. This model is now being applied to other subjects, but it is still too soon to judge its effectiveness. The teaching and support of pupils with special educational needs are sound. There are sufficient support staff, teachers and resources to meet their needs and the detail in pupils' individual education plans where they are compiled is good and applied well. The curriculum throughout the school is satisfactory; it is well planned but unbalanced as the way some of the non-core subjects are planned limits pupils' progress. The many extra-curricular and additional activities enrich the curriculum well. The care and welfare of pupils and the support they are given are good. Partnerships with parents are good. Parents are kept well informed of their children's progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory overall. The leadership of the head is very good. With the staff he has promoted an ethos that supports and welcomes all pupils and has made the school popular in the community. Although the staff work as a team and share a vision for future improvement, some are given insufficient time or opportunity to monitor their subjects, guide their colleagues and be effective in raising standards as they have planned. Governance is satisfactory. The governors organise their work soundly, ensure the school meets all statutory requirements and are contributing to school improvement. However, they are only just beginning to take the necessary opportunities to monitor the school's performance or the outcomes of their decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good regard for the school and appreciate the influence of the new headteacher and now feel a part of the school's development. Pupils enjoy school, are proud of it and enjoy the good support they receive.

IMPROVEMENTS NEEDED

The most important things the school should do in order to raise standards in all subjects are:

- Use assessment information to plan lessons that meet the needs of all pupils in the class.
- Enhance the role of subject leaders in the overall management of the school.
- Continue to develop ways of improving levels of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and throughout the rest of the school. By the end of the reception year, children's standards are below those expected for their age in most areas of learning due to their very low starting point. Standards in writing and reading are below average by the end of Year 2. Standards are improving but are still below average in English, mathematics and science in Year 6. Pupils' achievement in ICT and some aspects of music are above levels expected for their age by the time they leave the school.

Main strengths and weaknesses

- In nursery and reception, whilst most children do not reach the nationally expected levels by the start of Year 1, they learn well and make good progress.
- Throughout the school most pupils achieve as well as could be expected in English and mathematics considering their well below average starting point, but do not do as well as they could in some other subjects.
- Overall achievement is good from Year 1 to Year 6.
- Achievement in ICT and some aspects of music is above expected levels by the time pupils leave the school.
- Pupils with special educational needs achieve well, but there is insufficient support for some of these pupils due to the lack of appropriate day-to-day planning and this has a negative impact on their achievement.

Commentary

1. The provision for children in the nursery class and reception year is good. Good teaching and curriculum planning give the school the capacity to continue its current effective standard of provision for children in the Foundation Stage. All children make good progress from a well below average starting point. They attain standards that are in line with those expected for their age in personal and social development and in physical development. In communication, language and literacy, mathematics, knowledge and understanding of the world and creative development, standards are below those normally seen for children of this age. Children with special educational needs are identified quickly and were making good progress in the lessons observed.

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

Standards in:	School results	National results
Reading	12.9 (12.5)	15.8 (15.7)
Writing	13.4 (12.3)	14.6 (14.6)
Mathematics	15.7 (15.1)	16.2 (16.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

2. Although the current Year 2 is below average as a group, inspection findings confirm that seven years olds achieve well. Over the last four years the school's results in the national tests for seven year olds have shown improvement that is in line with the

national trend of improvement. When compared to similar schools, pupils' attainment in the 2004 national tests was very low in reading and writing and well below average in mathematics. The number of pupils reaching the higher levels was also well below average in reading and writing, but average in mathematics.

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

Standards in:	School results	National results
English	25.8 (26.1)	26.9 (26.8)
Mathematics	25.5 (26.9)	27.0 (26.8)
Science	27.7 (28.0)	28.6 (28.6)

There were 36 pupils in the year group. Figures in brackets are for the previous year

- When compared with national results at the end of Year 6 in 2004, pupils' standards in English and science were below average; standards in mathematics were well below average. However, when these results are compared with similar schools they show standards were above average in English, mathematics and science. When compared with their prior attainment at the age of seven, these pupils had made good progress overall. Targets for achievement in English and mathematics tests in 2004 were exceeded. The targets set for the current year by the governors are challenging and high, given the inspection findings. Inspectors judge that although there has been a good improvement all round in the performance of pupils so far this year, these targets may not be attainable.
- Standards in the current Year 6 are below average overall in English. Inspection evidence shows that standards in speaking and listening rise from well below average on entry to the school to broadly average by the time pupils leave. Most pupils speak clearly and with confidence and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are below average, but greatly improved this year, because of the good teaching of basic reading skills. Pupils now read a good range of books and keep clear records of their reading. Writing is now progressing well and standards are also rising but standards are currently below average. The standards of spelling and punctuation have risen but are also below average.
- Standards in mathematics have risen well throughout the school. In previous years, standards by the end of Year 2 have generally been well below the national average. Work seen on the inspection in Year 2 was average and reflects the nature of the different capabilities of pupils in this particular year group. By the end of Year 6 standards in mathematics are below average. This is despite the consistently good teaching in Years 3 to 6 that enables pupils to achieve well overall after entering the school with well below average standards. Achievement by the end of Year 6 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics in other subjects could be better.
- In science, standards in school have risen despite pupils' well below average attainment on entry. Pupils achieve well because the teaching and learning in science are satisfactory throughout the school. In 2004 over 90 per cent of pupils in Year 6 achieved the expected level for their age in science; this is well above that expected nationally. However, the numbers achieving the higher level 5 was below the national average. Standards in school currently are below average by the end of Year 2 and Year 6.
- The consistently good teaching and very good leadership in ICT ensure that pupils achieve above expected levels in word processing, data handling and multi-media presentations. In music pupils achieve good standards in singing. In art and design,

history, design and technology and religious education standards are in line with expected levels for their age by the time pupils leave school.

8. Where the pupils with the most severe special educational needs are given additional support through the work of the very effective teaching assistants, they achieve well and make significant progress. An above average number of pupils enter school with well below average development in mathematics and language, many of whom require significant additional help. However, at present only 30 pupils are on the school's register of special educational needs and receiving additional support, below national average figures. It became clear during the inspection that a great many more pupils have learning difficulties and require additional support due to their special educational needs. The number is close to 100 pupils. The school is committed to inclusion and works hard to achieve this, but the management of special educational needs is only satisfactory because the assessment processes are working effectively to identify all of these pupils, but not to provide them with an individual education plan, and thereby improve what these pupils are learning on a daily basis.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is unsatisfactory. Punctuality is satisfactory. Pupils' moral, social, spiritual and cultural development is good.

Main strengths and weaknesses

- In their questionnaire, the great majority of pupils said they liked school and enjoyed their lessons.
- Pupils are enthusiastic and keen to learn. They concentrate well and want to succeed.
- Their behaviour is good in lessons and around the school.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are keen to take responsibility.
- A significant number of pupils miss school on a regular basis.

Commentary

9. At all stages, pupils enjoy school and all it has to offer. Children in the Foundation Stage classes settle quickly into school routines. Nearly all pupils have good attitudes to learning and want to do well. They are keen to enter into discussion. For example, in a Year 2 English lesson on the topic of jungles, because of the teacher's high expectations, pupils worked and discussed the topic together very well. Pupils co-operate well and are trustworthy. Pupils nearly always respond well to teachers' expectations of them and are confident, friendly and polite. Older pupils are confident and independent learners.
10. Behaviour is good throughout the school in lessons, assemblies and playtimes. In the questionnaire, parents fully endorsed this view. Pupils respect their teachers, who offer them very good examples of courtesy and fairness. Pupils are well aware of how they should behave and understand the difference between right and wrong. As a consequence, the school functions well as an orderly community. Pupils are very well supported by the learning mentor. No bullying or harassment was observed during the inspection and pupils knew what they should do if either should occur.

11. Pupils are enterprising and respond well to the many good opportunities for taking responsibility, for example through the school council and the buddy system. Relationships between pupils and adults and among the pupils themselves are very good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good.
12. Overall, the school makes good provision for pupils' personal development. Pupils' spiritual development is well promoted through religious education and the school's personal, social and health education programme, particularly in discussions known as circle time. Pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as art and design, ICT and music.
13. The provision for pupils' moral and social development is very good. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages them to be responsible for their own actions and consider the impact of their actions on others. Pupils are encouraged to help one another and show consideration for others. Relationships between staff and pupils and the pupils themselves are very good. Staff are very good role models, openly valuing pupils' opinions and ideas, which effectively promotes their self-esteem. Pupils have many opportunities to work collaboratively in pairs and small groups. The range of visits they undertake also enhances pupils' social development, as do the visitors to school that they meet and the extra-curricular activities in which they participate.
14. Pupils' cultural development is satisfactory, but stronger in their understanding of their own cultural traditions than those of different cultures represented in wider society. Although pupils learn about different religious beliefs and practices, and the range of books in the school is sufficient to support pupils' understanding of different cultures, visits to places of worship are restricted to those of a Christian nature. Overall, pupils' understanding of the multi-cultural nature of the society in which they live is satisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.4
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.

15. Attendance is below average and although unauthorised absence was in line with the national average last year, it is high this year. This is mainly due to a small number of families with attendance problems. Attendance is normally monitored thoroughly, but recent staffing difficulties mean that it has not been monitored on a consistent basis for patterns of lateness and absence. Most parents are conscientious about informing the school of any absence. There is very good support from the educational welfare service. There have been no exclusions for the last three years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good throughout the school and so pupils achieve well. Assessment is satisfactory.

Teaching and learning

Teaching and learning are good throughout the school. Assessment is sound overall; procedures are detailed and effective in English and mathematics, but the use of assessment on a day-to-day basis requires improvement.

Main strengths and weaknesses

- Teaching in the Foundation Stage is good, and children make a good start to their education as a result.
- Lesson planning in English and mathematics is detailed and thorough and so pupils learn well.
- Teachers motivate pupils effectively, and manage and engage them very well, securing pupils' commitment to learning and promoting very good relationships and good behaviour.
- Assessment is used effectively to plan work for pupils of different abilities and backgrounds in English and mathematics, but less effectively in science and in most other subjects.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12 (29%)	20 (49%)	9 (22%)	0	0	0

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

16. The good quality of teaching in the Foundation Stage reflects good understanding of the early years' curriculum and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their knowledge of individual children to ensure that learning is relevant to their developing needs. Expectations in terms of learning and social skills are high, resulting in good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
17. The good teaching throughout the rest of the school uses pupils' energy and enthusiasm effectively to promote learning well. Teachers manage pupils well, insisting on and securing high standards of behaviour. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. Teachers plan lessons carefully to create a good learning atmosphere. An example of this was a very good English lesson in Year 2 where the teacher enabled the pupils to create a 'picture' of Africa in their minds before going on to consider their narrative writing.
18. Teaching assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning. Two teaching assistants observed during the inspection planned and prepared very good lessons that were suitably adapted to meet the needs of all pupils in the specific areas they were covering, for example ICT. They liaised effectively with class teachers prior to the lessons and evaluated the lessons' effectiveness at the end.
19. The provision for pupils with special educational needs is satisfactory. Teachers are committed to inclusion and work very hard to make sure all pupils are involved in their lessons. Some pupils have individual education plans of good quality, which help them make good progress, particularly when they are supported by learning assistants. This helps to integrate pupils with severe learning difficulties well. However, there are some pupils who would benefit from an individual plan. Teachers manage pupils with behaviour difficulties skilfully, but there are occasions when teachers in some classes do not have the extra ancillary support they require because of the considerable learning needs of a large part of the class.
20. The school has a useful system for identifying pupils' targets and tracking their progress towards them. Assessment arrangements for English and mathematics are detailed and used effectively. Good analysis of standardised tests is undertaken and areas of weakness are identified. However, this is not consistently applied in other subjects. The school is now working on ways to make sure all subjects are included in these processes. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress has only recently been used by all teachers to modify the plans for the next lesson to meet

the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is now a good school policy for marking written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Teachers mark pupils' work carefully, usually giving them clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school.

The curriculum

The satisfactory curriculum is enriched well by extra-curricular activities and as a result of the school's participation in local projects. Resources are satisfactory and accommodation is good.

Main strengths and weaknesses

- Good provision for pupils' personal, social and health education has a positive impact on their good attitudes, behaviour and personal development.
- There are good opportunities for pupils to get involved in a range of activities outside normal lesson time.
- Improved resources for ICT are beginning to have a beneficial effect on pupils' achievement.
- Owing to the good early years' curriculum children receive a good start to their school life.
- Curriculum planning does not always ensure that pupils have all the opportunities they need to achieve as well as they can.

Commentary

21. All the subjects of the National Curriculum, including religious education, are taught. Since the previous inspection, the school has improved the time allocated to non-core subjects of the curriculum. The school has maintained the broad balanced curriculum in the Foundation Stage and the good range of extra-curricular activities that it offered to pupils, including participation in sport and art. The list of examples of visits and visitors demonstrates the good extent to which the school forges links with the community in its efforts to broaden pupils' experiences.
22. There is good provision for pupils' personal, social and health education. Pupils appreciate the work that staff put in to enrich the curriculum and there is always plenty going on in the school in which they can take part. Carefully planned sessions enable pupils to explore themes such as bullying, caring and working together. These experiences reflect well in pupils' good attitudes and behaviour. Visits and visitors support topic work well although there is a lack of visits to a range of places of worship in religious education. Pupils in Year 6 talked excitedly about their visit to a Victorian house where they dressed in clothes of the time and experienced what life was like in those times. The school plans to improve curriculum planning and wants to move forward by making better links between subjects and has begun to develop links with local schools and the local authority.
23. The quality and range of learning opportunities for children in the Foundation Stage of learning are good and take account of the early learning goals. Teachers ensure that children in the reception class carefully build on work undertaken in the nursery. Children take part in a wide range of planned and carefully structured activities and experiences, which gives them a good start to school life.
24. Curriculum planning is thorough but does not always provide a clear framework for the development of pupils' knowledge and understanding through the application of skills as they move through the school. This is because the school currently teaches all the subjects of National Curriculum but does not systematically make links between the subjects, or set targets, to help pupils to see the relevance of their learning or to

practise what they have already learnt in a meaningful context. Where this occurs in English and ICT it is very effective, but this is not the case in other subjects. Consequently in some subjects pupils do not achieve as well as they could. This also means that the provision for special needs is only satisfactory because more has still to be done to set targets for individual pupils that are precise and measurable. There are some pupils with special needs who are not identified and given individual education plans to help improve their progress. Where individual education plans are provided they are of good quality and help pupils to achieve well. Pupils with high needs are included in the curriculum wherever possible. Some have a learning programme, which is matched to their individual needs carefully, so that if they require something different from the rest of the class it is tailored to their particular learning difficulties. A good example is the use of sign language and symbols to include and interest pupils in learning. The learning mentor plays an important supportive role with pupils who have emotional or behavioural difficulties; this works well because it helps pupils to enjoy learning more as they learn to control themselves.

25. The school's accommodation is good and it is brightened by displays of pupils' work. The ICT suites are well equipped and well used to support pupils' learning. The outdoor activity area for children in the Foundation Stage has been developed and is well equipped so that children can play in safety and with lots of things to do. Resources are satisfactory and there are enough to teach the subjects of the curriculum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for children in the Foundation Stage are good.
- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- Systems for monitoring pupils' academic standards and progress are inconsistent.
- Arrangements for monitoring pupils' personal development are effective.
- The involvement of pupils in the school's work is good.

Commentary

26. There are good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. Parents and children felt reasonably well prepared for their new experience. The school has good links with the secondary school to which most pupils transfer, which helps pupils make a smooth transition.
27. The school has good health and safety procedures. Procedures for child protection are good. The headteacher is the designated person for child protection and for pupils in public care and he and the learning mentor have recently been trained. All staff are very aware of child protection issues and keep logs of concerns. All are informally trained at the beginning of the year. Links with social services are satisfactory. Pupils

in public care all have personal education plans and again support on these by social services is satisfactory.

28. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and all staff have been trained in first aid. Supervision at lunch and play times is good. Risk assessments are regular and health and safety practice is good throughout the school. The local fire and safety services carry out regular checks. Safe practices are followed during lessons, especially where health and safety could be an issue, such as physical education, science and design and technology, and there are strict rules about safe access to the Internet.
29. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and offer them good support. Personal development is monitored informally but effectively through class notes and reports, although there is as yet no overall monitoring of pupils' personal development. Parents feel strongly that their children are well supported and cared for. Pupils' views are sought consistently through the school council, circle time, assemblies and personal, social and health education. Pupils feel confident that their views are heard and acted upon.
30. Academic monitoring is not yet used satisfactorily in all subjects to inform pupils how they can improve. Assessment procedures are in place, but are not yet effectively used to track pupils' progress. Although pupils are effectively given targets in English and mathematics, there are times in other subjects where the needs of groups of pupils are not satisfactorily met.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have positive views of the school in nearly all areas.
- The school provides parents with good information.
- There are good links with other local schools.
- The school has good links with the local community.
- There are good links with parents of children with special educational needs

Commentary

31. In a low return to the questionnaire, parents and carers expressed some concerns about aspects of the school. For instance, a small number of parents did not feel that they were well informed about their children's progress. The inspection team found that the range and quality of information are at least as good as most schools.
32. Information provided for parents is good. The prospectus and governors' annual report to parents are formally presented but comply with requirements. The school provides parents with good information about what their children are to learn. Links through home/school reading books are generally good. The support given by parents to their children's learning at home is satisfactory. Reports are satisfactory; they give targets in English, mathematics and science, but often give information about the work in other

subjects the children have covered and not enough about their progress. Regular newsletters are helpful and keep parents well informed of events. Teachers are always available for informal consultation at the end of the day. The Year 1 teacher has recently introduced open afternoons at the end of each week and this has been welcomed by parents. The school recently ran its own questionnaire to ascertain parents' satisfaction with the school and results were very positive. It also tried to set up consultation over school meals, but received very few responses.

33. Attendance by parents at consultation meetings is very good. Parents are involved early in any behavioural issues. Induction procedures are good and include helpful information about starting school. Links with parents of children with special educational needs are good and parents expressed considerable satisfaction with the way that the school handled their concerns.
34. There are good links with the local playgroup and with local secondary schools; for example, teachers from the nearest secondary school regularly visit to teach music, art and drama. The transition learning mentor works closely with the school to ease pupils' transition to the next stage of their education. The Primary Learning Network has been established in collaboration with other local schools. There are good links with other local primary schools through sports and music.
35. A good number of parents help in school on a regular basis. The school has good links with the local community; for example, members of a local Christian community group take assembly regularly. Sponsorship has been obtained from local businesses for the school newspaper, for which the school won first prize in a national competition.

LEADERSHIP AND MANAGEMENT

The overall leadership of the school is good, and management is satisfactory. The leadership provided by the headteacher is very good. The school is committed to inclusion. Finances are organised and managed very well. The governors have a good understanding of the strengths and weaknesses of the school.

Main strengths and weaknesses

- The leadership of the headteacher is very good. The whole school shares his commitment to inclusion and works well together in partnership to achieve this.
- The governing body supports the school well
- Finance is managed very well; best value is always sought.
- More could be done to develop and use the management skills of both the senior management team and subject leaders.

Commentary

36. The headteacher, who has been in post for only two terms, is a very good leader, who has a very clear idea of what the school needs to do to improve and has already begun some major initiatives to do this. However, he is faced at the same time with reducing a substantial deficit budget, with a number of staff absences because of maternity leave and illness, and with a senior management team which has been seriously weakened by the continued absence of a very experienced deputy headteacher. Nevertheless, the teaching and support staff are working together very well, and are very supportive of the headteacher as he tackles these barriers to progress with determination. He is an excellent role model for everyone who works at the school.
37. The governors support the school enthusiastically, are committed to school improvement and share the vision of the new headteacher. They have a good understanding of the strengths and weaknesses of the school because a number of them have served for several years and know the staff and local area well, and all have had regular presentations at governors' meetings by subject leaders. They make sure the school fulfils its statutory duties. The governing body has begun to reshape its committee structure and now meets more often to discuss a range of issues, and to examine data provided by the school more closely. They are becoming better informed about what is happening in the curriculum and the direction in which the school is going and as a result they are in a much better position to challenge and support senior managers and thereby play a more active role in shaping and guiding school improvements.
38. Plans for future development arise from the school's good evaluation processes introduced by the headteacher this year. Pupils' performance data is looked at in depth now, but it is a new process and has yet to have its fullest impact on raising standards. The headteacher monitors teaching, sets targets for development and from this organises extra training to help overcome gaps in individual teachers' knowledge or experience. As yet other members of the senior management team are not as fully involved as they might be in the monitoring of teaching, to help in this demanding task, particularly as he intends to extend this to the ancillary staff in the immediate future. The experienced deputy is particularly missed in this area. Curriculum and subject leaders are very keen for every subject to be successfully taught to a high standard. They, and the headteacher, are looking at a new approach, which they call 'the key

skills curriculum', a major re-organisation of the school day. Through this reorganisation ways are to be sought to enhance the roles of curriculum and subject leaders within the overall management of the school.

39. The site manager, teaching assistants, supervisors, administrative and kitchen staff all make a valuable contribution to the smooth running of the school. The learning mentor is an important part of the school's commitment to inclusion. Written evidence, and the comments of parents, shows that her home links with parents, her everyday presence around the school and at the beginning and end of the school day, are very successful. At present she is absent on maternity leave and so these links are deteriorating.
40. The management of special educational needs is satisfactory. There are a number of pupils with very high need who are cared for very well in lessons and at breaks. Other pupils have good support in small groups for reading, mathematics or behaviour, for example. These pupils have good individual education plans which set out what they need to do next to improve. However, more needs to be done to make sure the full range of assessment procedures is used to identify all pupils with special needs, particularly as so many pupils enter school with low attainment levels. This element of special needs management needs development.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	844994	Balance from previous year	-57600
Total expenditure	811446	Balance carried forward to the next year	-24052
Expenditure per pupil	2415		

41. The school manages its finances very well. It is reducing a substantial deficit budget rapidly. It should break even by 2006, a considerable achievement. The finance manager works closely with the financial consultant from the local authority, which is proving a very effective partnership. Best value in goods and services is always sought. All issues from the recent auditors report (November 2004) are being tackled. Overall the approaches to financial management are very good. The headteacher has pressed hard for a rapid reduction in the deficit budget so that he is able to plan ahead securely.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The attainment of children entering the nursery is well below average, but by the time the children leave the reception class they attain standards that are in line with those expected for their age in personal and social development and in physical development. In communication, language and literacy, mathematics, knowledge and understanding of the world and creative development standards are below those normally seen for children of this age. Children achieve well in the Foundation Stage because teaching is consistently good. There is a good blend of activities initiated by the children and those that are led by teachers, all of which are appropriate to the age and stage of development of the children. The curriculum is satisfactory and well planned to link together all the areas of learning and gives children a good start to school life. The provision is well managed. Although progress is monitored, there is a need to extend and develop assessment and tracking systems. The school has worked hard to maintain the good position noted at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

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

Commentary

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

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

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

Commentary

44. A few children will reach the early learning goals by the time they leave the reception class. However, most children will have not achieved them and will still be working within the early learning goals. Achievement is good because teachers put an emphasis on clear diction and recognition of names and sounds of letters, and encourage children to read and write independently. Children frequently read and 'write' in their play activities, for example when playing in the 'Post Office' or in the 'Parcel Depot' in the outside area in the Nursery. As a result a few children are on course to write simple sentences without help by the end of the reception year. There is an good range of books available for children to look at, enjoy and share with each other and adults. In the reception class they talked about the characters in stories and the children listened carefully to the story *Lizzie's Invitation* and talked about how Lizzie would feel when she did not receive an invitation. Literacy skills are developed well as children begin to write an invitation to a picnic. Children in the nursery listen carefully to *Lets' go shopping little Hippo* and begin to talk about the things that happen in the story.
45. The development of reading skills has a high priority and children regularly take their books home to share with their family. Children learn to read from a very early age and are becoming confident in handling books; they delight in reading books and some children have already embarked on a systematic reading scheme and make good progress with their reading.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

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

Commentary

46. Teaching and learning are good and so children make good progress and achieve well. A few children are on course to achieve the goals set for them by the end of the reception year. However, most children will still be working within the early learning goals. Teachers develop children's understanding of number and shape through carefully planned practical activities that are often linked to other areas of learning. For example children begin to use appropriate language such as 'bigger than' and 'smaller than' as they roll dough into different shapes, which they are going to weigh to see which is the heaviest and lightest. They count the number of pieces of dough as they place them carefully into the weighing buckets. More able children estimate the number of pieces of dough they think they will need to make each bucket balance. Good use is made of whiteboards to write down numbers and this further strengthens learning. A strength in the teaching is the way in which teachers and support staff use every opportunity to reinforce mathematical understanding and language through stories, rhymes, songs, games and imaginative play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very good range of activities gives children a broader awareness of the world around them.
- Children achieve very well in ICT.

Commentary

47. Achievement is good and a few children are on course to reach the nationally expected goals by the end of the reception year. Most children will still be working within the curriculum for children of their age. However, in ICT most children will be working within the early stages of the National Curriculum and they are making very good progress.
48. Progress in knowledge and understanding of the world is good. Children enjoy using their senses as they taste, smell and feel different fruits which they are going to draw. Children continue to develop their knowledge and understanding of the world as they engage in play in the well-equipped outside play area. They are encouraged to use appropriate language as they deliver parcels to the depot and use road signs and traffic lights. Children are given many opportunities to play with a range of small world toys and building bricks.
49. Skills in ICT are reinforced as children use prepared programs on the classroom computer. Children in the reception class learn to 'drag and drop' pictures as they dress 'Charlie the Chimp' for a variety of occasions, for example, going to bed, playing football, and playing in the snow. They begin to use the mouse with confidence and demonstrate developing skills so that by the time they leave the reception class most are achieving above expectations for their age. Children have plenty of chances to learn about different cultures and faiths, during the autumn term. They take part in celebrations of the festival of light Diwali, and learn to make a diva pot and paint traditional rangoli and mendhi patterns. Children listen to the story of Rama and Sita and write Diwali cards. They are introduced to Hanukkah and celebrate the Christian festival of Christmas by re-enacting the Nativity.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good use is made of the indoor learning area to enable children to move with confidence and to show a developing awareness of space.
- Their manipulative skills for handling pencils and paintbrushes are developing well.
- The outdoor play area is used very well to support children's learning.

Commentary

50. Children achieve very well in this area of learning because of the good teaching and most are on course to achieve the early learning goals by the time they leave the reception class. They have plenty of opportunities to cut materials using different tools and to join these in different ways, for example when they make collages of their favourite food. Control over paintbrushes and pencils develops well through good guidance from adults. In the hall, children continue to familiarise themselves with routines and explore what their bodies can do as they run, jump, hop and bounce and travel in different ways, using the large apparatus in the hall with care and safety for each other. Children happily engage in role-play as they play in the 'Post Office' and in the 'Parcel Depot'. The outside area is full of exciting things to do. It is well equipped with a good range of wheeled toys and a 'trim trail' for children to explore. Children make very good use of the area as they negotiate space and travel in different directions on the trikes and bikes. They learn how to work as part of a group as they share roles in imaginative play in the depot and in the sand and water.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

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

Commentary

51. A few children are on course to achieve the early learning goals in this area of development by the time they leave the reception class, but most children will still be working within the early learning goals. Teaching and learning are good and staff promote children's creativity well. Their achievement is good. Children talk to each other as they make parcels and write letters and cards. They post them in the Post Office, sticking on stamps and making sure that parcels are secure. Children make models and create pictures using the good range of materials provided for them, developing their manipulative skills well.
52. Staff are careful to set up activities that are equally appealing to boys and girls; this attracts children to play imaginatively, encourages co-operation with others and extends their language. Children join in enthusiastically with traditional rhymes and songs with actions, and they enjoy listening to music and respond well to different moods it creates.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- The standard of pupils' work by Years 2 and 6 has improved since the last inspection, as a result of better teaching and learning.

- Good leadership and management in the subject have ensured improved provision in the last year.
- The use of day-to-day assessment remains a relatively weaker area of teaching.
- Pupils with special educational needs achieve well as a result of good teaching.

Commentary

53. Pupils' work in speaking, listening, reading and writing by Years 2 and 6 is below average, but this represents good achievement from their well below average attainment on entry to the school. In the previous inspection some unsatisfactory teaching was observed, but this time all lessons seen were satisfactory or better. Although there remain some inconsistencies in the quality of teaching between classes, teaching and learning are now good, overall, across the school. There has been a concerted approach to improving teaching in the last year, as seen in teachers' good knowledge of how to teach reading and writing, the clarity of the purpose of lessons, teachers' good management and questioning of pupils, and good use of resources to help pupils to learn effectively. As a result, pupils enjoy lessons, and they listen, behave well and work hard. Pupils with special educational needs achieve as well as other pupils in their classes, because teachers take good account of their individual education plans and ensure that pupils have the right support they need in order to do so.
54. The impact of recent good leadership and management in English is seen in the national test results for pupils in Year 6 when compared to how these same pupils achieved at the end of Key Stage 1. The results in 2004 showed that Year 6 pupils had made more progress since their Year 2 tests than most pupils in similar schools. The school's current focus on raising achievement in reading is seen in the anticipated improved scores this year in Year 2; the good teaching in Year 2 is leading to improved learning in all aspects of English. Anticipated test results are likely to dip this year in Year 6, however, owing to the high proportion of pupils with special educational needs. Nevertheless, the effects of good leadership and management are seen in: the good range of styles and subjects in which pupils can write; pupils' good knowledge of the terminology of literature and grammar; pupils' increasing pleasure in books and reading; pupils' understanding of how to use a library and ICT to assist their learning across subjects; the improved standard of pupils' handwriting and presentation; and pupils' enthusiasm when talking about their work.
55. As a consequence of prioritised school development planning, there have been some recent innovative and successful developments in relation to assessment. There is still some inconsistency of approach between classes, however, in the use of day-to-day assessment to set individual targets for pupils which means some know less about how they need to improve over time than others. This reduces the effectiveness of their learning, for example in helping staff, pupils and their parents to become fully involved in making sure that challenging targets for improvement are met. Improvement overall in the subject since the last inspection is good.

Language and literacy across the curriculum

56. Provision is good. Pupils have suitable opportunities to listen and answer questions across all subjects. Teachers increasingly provide opportunities for pupils to discuss their work with other pupils in lessons. Pupils use ICT extensively as part of their work in English, and these opportunities make a good contribution to their learning and to the standards they achieve.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching in numeracy lessons is good.
- Planning, based on the National Numeracy Strategy, is well organised.
- Pupils work hard because of very good relationships; they are managed well.
- The leadership and management of the subject are good.
- Assessment processes and their use require further development.

Commentary

57. Standards in mathematics are in line with those expected nationally for Year 2 pupils. By Year 6 almost all pupils are achieving well, having made good progress through the school. However, standards are below average in Year 6, reflecting pupils' starting points and a degree of underachievement by some of the most able pupils. Pupils have made good progress as they moved through the school because they began school with such low levels of mathematical understanding. There are more pupils with special needs in some classes than in most schools and this makes it harder for the school to reach national standards in mathematics. However, it should be noted that pupils make progress which is above the national trend for all schools.
58. There has been satisfactory progress since the last report and it has been good since the appointment of the new headteacher in September 2004. Standards have risen for both Year 2 and Year 6 pupils. The good standard of teaching has been maintained and the numeracy strategy is now well established. The use of assessment data to set targets for individuals, groups and classes is still being developed. However, it has improved recently under the guidance of the headteacher, and although it has yet to be fully implemented, it is already having a real effect on raising standards.
59. Pupils in Year 1 build on the good start they have made in the Foundation Stage well, making good progress through a range of practically based activities in number, shape and measures. This good balance of work continues in Year 2, where work is set for groups of pupils at different ability levels. In two lively number lessons the highest attaining pupils worked confidently with numbers in the thousands whilst the lower attaining pupils were working with numbers less than 50. Pupils' books show this well-organised work continues in shape, measures and simple problem solving. Marking is rigorous and effective, monitoring pupils' progress and identifying gaps in understanding.
60. Pupils build on this work in Years 3, 4, 5 and by Year 6 they are beginning to enjoy mathematics and know they are making progress. The Year 6 classes are divided into two ability groups for mathematics lessons only, and this is effective in helping all pupils progress well. Number knowledge is good and pupils use this in work at different levels with standard measures such as kilograms or kilometres. A good example of this was the rapid-fire mental arithmetic session in a Year 6 lesson when pupils changed measures such as 0.35 km into metres, and vice versa. Although pupils' work is neat and well set out, marking is not as sharply focused as in Year 2.

61. The quality of teaching observed was good. Overall planning is good as it is based on the National Numeracy Strategy. Teachers handle challenging behaviour and pupils' learning difficulties skilfully, but in some classrooms there are considerable numbers of pupils of lower ability and no assistant to give extra support. However, when a teaching assistant is there to give help it works well and everyone benefits. Pupils try hard and a well-chosen mixture of questions to challenge thinking, together with praise and encouragement, maintain a productive working atmosphere and very good relationships. The pace of lessons is judged well, so that pupils build understanding and reach the learning objectives, which are always stated clearly at the beginning of each lesson. Resources support learning effectively; they are always ready to hand to ensure lessons run smoothly.
62. The leadership and management of the subject are now good because of the strong support from the headteacher to the co-ordinator. Together they have analysed test results, looked hard at strengths and weaknesses, and from this worked out how to use assessments to best effect. They have agreed key objectives for each year group. These good structures are in place but are only just beginning to be used. However, the co-ordinator has very little time during the school day to see what is happening in other classrooms. This needs further development, particularly since he is also a member of the senior management team.

Mathematics across the curriculum

63. Provision is satisfactory overall because there are some good opportunities for mathematics in other subjects such as ICT and science. It includes data handling, for example, and graphs and charts. However, more could be done to extend this to other subjects in a planned systematic way as most problem solving, or practically based mathematics is still confined to the numeracy strategy.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to work because of teachers' high expectations of behaviour.
- Pupils work well together and they support and contribute to each other's learning.
- Assessment procedures are in place but are not used rigorously enough to drive up standards.
- Teachers do not always match work well enough to pupils' ability and consequently more able pupils do not do as well as they should in investigative work.

Commentary

64. There has been satisfactory improvement since the last inspection. Standards are below average at the end of Years 2 and 6, and achievement is good. The quality of teaching is satisfactory overall. Teachers place emphasis on developing and using correct scientific language, and the consistent emphasis on developing scientific enquiry is helping pupils to develop their scientific skills.

65. Teachers do not always take account of pupils' different abilities when they plan work in investigations. The level of challenge is not always high enough. Too often pupils are asked to complete the same tasks and this limits progress of the higher attaining pupils and does not support learning for those pupils with special educational needs well enough. This was evident in lessons seen in both key stages where learning was not as rapid as it could be. Learning was hampered in one lesson because more able pupils were asked to complete the same task as others, in drawing and labelling the parts of a plant. Although these pupils could use an index readily and read details about plants from the resources provided, this knowledge was not used to extend and develop their learning. In other lessons the choice of tasks was not set as precisely as it could be; for example, in a lesson investigating shadows pupils were expected to complete the same task and to record using a worksheet rather than using their writing skills. In Years 5 and 6 pupils investigated using a key to identify plants and animals in a habitat. Although pupils worked well together completing the task, it was the same worksheet for all pupils, thus limiting the progress of both higher attaining pupils and those with special educational needs. More able pupils do not have sufficient opportunities to write about what they are doing and to pose their own questions, make decisions and devise their own experiments thus pushing their learning forward. This limits their progress.
66. Relationships are good at all levels and so is pupils' behaviour in lessons. These factors lead to a good level of co-operation, with partners or in groups and so support pupils' learning. Pupils record their work in a variety of ways such as charts and graphs. However, there is not enough emphasis on writing about their work and too much work is copied from the board and too many worksheets are used.
67. Leadership and management of the subject are satisfactory. An enthusiastic and knowledgeable subject leader has been recently appointed and she has already reached conclusions regarding areas for development through rigorous monitoring. Although assessment occurs through teachers' marking, the school does not yet assess pupils against the levels of the National Curriculum stringently enough to provide information about the progress of individuals or groups of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is very good leadership of the subject by the co-ordinator.
- The school has improved resources, and there is now good quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving.
- Each class has time each week in one of the ICT suites which helps develop their skills.

Commentary

68. Although pupils' achievement is generally in line with expectations for their age at the end of Year 6, there are some aspects such as word processing and data handling that are above expectations. The school makes good provision for pupils with special

educational needs in ICT and they make good progress. All aspects of the subject are covered and the subject continues to develop well.

69. Word processing is used very confidently and competently. Pupils use the computer's tools to create, amend and improve their work. A good example of this was seen in a Year 4 class where a teaching assistant provided a very good lesson on the use of email and how text from a message could be incorporated in other writing. In Year 5 pupils were learning how to modify a control system and were involved in testing a variety of variables. Pupils experimented and they all completed their task, and were able to predict the results of their decisions when a further change was introduced. There was good additional challenge for the more able. This is an example of the good links made with mathematics. In Year 6, pupils were learning how to add a digital photograph to their more advanced *PowerPoint* presentations. With their computer partners, pupils opened the program and created new pages at will – often combining moving graphics with their photographs.
70. Teachers have a good knowledge and understanding of the subject and teach it well. There are two good computer suites that are used well. Teachers occasionally begin their ICT lesson in classrooms and then the class moves to the computer suite for pupils to do their tasks. This is a thoughtful way to proceed as it means pupils concentrate well in the classroom, and the pace and flow of the rest of the lessons in the suite are not interrupted. Teachers confidently and competently use the projector in the new suite and this gives all pupils access to the curriculum and ensures inclusion. The use of the projector enhances teaching of basic skills. Pupils are keen and enthusiastic learners and use computers sensibly and with developing skill. The more able pupils help their less confident classmates and this develops a sense of responsibility.
71. Leadership and management of the subject are very good. The subject co-ordinator has a very clear understanding of how to improve standards further. Her work on providing Internet web page information on all subjects is outstanding. There is a good scheme of work which supports planning, teaching and learning and there is a suitable policy for Internet use. The co-ordinator monitors teaching and pupils' work and assesses strengths and weaknesses. Pupils in all years now have a book in which they record their learning. Teachers use assessment against the learning intentions in lessons and this informs the planning for the next lesson well.

Information and communication technology across the curriculum

72. The use of ICT across the curriculum is good and has developed well since the last inspection. Teachers have become more aware of its use in other subjects. The co-ordinator has identified the use of ICT in other subjects, particularly in English, mathematics and science, to improve the impact the subject has on pupils' learning. ICT is used in science, as pupils create a poster for healthy eating, in mathematics to enhance the learning of shape and in English when word-processing text.

HUMANITIES

History

73. History was not a focus for the inspection. Only one lesson was seen, consequently a secure judgement about provision, teaching and learning cannot be made. Colourful and informative displays engage pupils' interest and show that the history curriculum is

appropriate. Work in pupils' folders shows that the school covers the National Curriculum and that pupils' attainment is sound and their achievement is satisfactory. Standards have been maintained since the last inspection. Although pupils use their ICT skills well to inform and enhance their learning, writing is limited and worksheets are used too often.

Geography

74. Geography was not a focus for the inspection. Only one lesson was seen. Consequently a secure judgement cannot be made on provision, teaching and learning. Displays in classrooms and work in pupils' books shows that attainment and achievement are satisfactory and the planned curriculum covers all the National Curriculum requirements. Standards have been maintained since the last inspection.
75. Pupils in Year 1 and 2 learn about the local area; they enriched their understanding when they visited the local village and on return to the school drew a map of where they had been. This information was very successfully used in a lesson as children learned to read a map and identify where they lived. Good links are made to their religious education and science lessons as they visited the local church and use their senses to smell and touch things that they could see. Pupils in Years 3 to 6 explore a passport to the world as they find out about different cities and link them to places they have visited and places mentioned in the national news. Pupils use the information they have found to create their own personal 'City fact file'.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of major world faiths.
- There are insufficient opportunities for pupils to extend their knowledge and understanding through writing about what they are learning.
- While pupils learn about a good range of different faiths, they do not benefit from visiting different places of worship.

Commentary

76. Standards have been maintained since the last inspection at the end of both Years 2 and 6, and are in line with the locally agreed syllabus and those seen in most schools. Pupils make sound progress and their achievement is satisfactory.
77. Pupils learn about a range of major world faiths; they are beginning to make connections between them as well as recognising differences. Pupils in Year 6 talk about the things that they have learned and know that Christians worship in different churches, Muslims worship in a mosque and that Sikhs worship in a gurdwara. They talk about the different holy books and know that the Christian Bible has two books, the Old and New Testaments, and that in Judaism the Torah is the holy book. Younger pupils in Years 1 and 2 learn about the Christian faith and visit the local church. However, there is a lack of visits to different places of worship. This does not help pupils to benefit from first hand experiences. Consequently they do not have an in-depth understanding of how different people worship and of their beliefs and practices.
78. Teaching is satisfactory, as teachers are enthusiastic and have good subject knowledge. However, they do not always give pupils enough opportunities to develop their writing skills as too much work is copied from the board and too many worksheets are used. Leadership and management are satisfactory. The school has re-organised the system for co-ordination and this has only just begun to operate.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

79. Not enough lessons were seen in art and design and design and technology to make judgements on overall teaching, learning and provision in these subjects. However, an examination of pupils' work, displays and planning, together with discussions with the headteacher, confirm that these subjects are part of the normal curriculum. Pupils have satisfactory opportunities to use their ideas and imagination as they work with a range of materials.
80. There are examples of good work in some classes, but there is an inconsistency of approach throughout the school. In Year 2 the bold portraits of Florence Nightingale and her pet owl Athena are individual and imaginative, forming part of a large attractive display. Vehicles made of scrap materials are joined together strongly, finished carefully and based on well-drawn labelled designs. In Years 3 and 4 pupils develop repeating colourful patterns after making their own printing blocks. Sketchbooks in

Years 3, 4, 5 and 6 vary in quality from satisfactory to good. Progress since the last report is only satisfactory because too many sketchbooks still show little or no development in pupils' skills and ideas and further developments are still needed in both subjects. The headteacher has identified this inconsistency of approach and has initiated a close examination of the planning of all subjects, which he calls 'the key skills curriculum initiative'. He refers to the approach for both of these subjects as 'underdeveloped'.

It is an apt, succinct assessment. Although enthusiastic and well informed, through lack of time neither of the co-ordinators is currently able to respond to the key skills initiative as it develops.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Standards in singing are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is good.

Commentary

81. Pupils achieve well and attain the standards in line with those expected for their age overall, but above expectations in singing. They enjoy the many music-making activities provided for them. This reflects the many changes and improvement since the last inspection. The tuition provided by the visiting instrumental teachers adds a great deal to the good provision throughout the school.
82. Pupils have many, good, musical opportunities and they achieve well. The enthusiasm and technique displayed by the Key Stage 2 pupils in their singing assembly were very good. The way all pupils responded to the effective teaching to build up an understanding of new songs, and the ability to sing high and low notes, was very good. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well.
83. The subject is well led and managed. The co-ordinator, who left the school recently, had given a lot of thought to the purchase of new material and plans that are now being implemented well. She was a very able musician and gave unstintingly of her time to run the choir and organise productions, and has left the school with a substantial musical legacy that they are all enjoying, and which is being carried forward well by the headteacher.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards in and provision for physical education are improving as the subject is well led and managed.
- Sporting links with other schools and extra-curricular opportunities are developing well.

Commentary

84. Standards throughout the school are in line with national expectations, which is a similar picture to that found at the time of the last inspection. It is evident from

planning, the subject leader's evaluation of provision and the lessons seen that the curriculum is satisfactory. Pupils enjoy their physical education lessons and look forward to them. In a Year 1 gymnastics lesson, pupils moved around the hall with safety and at speed, changing direction and method of movement. All could use different parts of their bodies to balance, many using complex shapes linked into a sequence of movements. In a Year 2 lesson, pupils performed a short sequence of movements on the floor and then transferred these to apparatus. The pupils engaged with the lessons energetically and showed great enthusiasm and perseverance. The co-ordinator reported that nearly all pupils achieve their 25 metres in swimming before the end of Year 6.

85. Good provision for extra-curricular activities enhances the curriculum effectively. Activities include football, tag rugby, tennis, athletics, dance and cricket. The co-ordinator is supported well by other members of staff and parents in the extra-curricular provision.
86. The leadership and management of physical education are satisfactory. The co-ordinator is effective and has already identified areas for improvement to work alongside colleagues in a monitoring and developmental role. The subject is well resourced with good use made of both halls.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Owing to inspection priorities, only one lesson was observed and therefore no overall judgements were made about teaching and learning, although the evidence from discussions with pupils and staff suggests the school makes good provision. There is a good school programme to enable pupils to develop confidence and responsibility. They are taught to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Opportunities in discussions, known as circle time, enable pupils to develop good relationships and respect the differences between people, to learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. They are also taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action, for example planning and looking after the school environment, or acting as a playground helper (buddy) for younger pupils.
88. The school is careful to make pupils realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities and to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Pupils are also enabled to develop a healthy, safer lifestyle and learn basic emergency first aid procedures and where to get help.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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