

INSPECTION REPORT

MOORE PRIMARY SCHOOL

Moore, Warrington

LEA area: Halton

Unique reference number: 110990

Headteacher: Mrs. J MacDonald

Lead inspector: Mr P T Hill

Dates of inspection: 16th – 18th May 2005

Inspection number: 267341

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	201
School address:	Lindfield Close Moore Warrington Cheshire
Postcode:	WA4 6UG
Telephone number:	01925 740326
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr C Huntley
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

Moore Primary School is situated in the village of Moore near Warrington. There are 201 pupils on roll, aged from five to 11, including eight pupils who attend the special educational needs Resource Base within the school. Pupils who attend the Resource Base all have statements of special educational need for moderate learning difficulties and are allocated places by the local education authority. Within the main school a further 16 pupils have been placed on the school's special needs register. Very few pupils are from minority ethnic backgrounds and all pupils speak English as their first language. The school's catchment area is socially diverse with, overall, pupils' families' socio-economic circumstances being above average. Children enter reception with levels of attainment that are broadly typical of children of this age.

The school was awarded the Basic Skills Quality Mark in 2004, and Healthy Schools Award in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6642	Peter Hill	Lead inspector	Science Information and communication technology Design and technology Geography History
31718	Denise Shields	Lay inspector	
4676	Mary Griffiths	Team inspector	Art Physical education Special educational needs
30823	Brenda Clarke	Team inspector	Foundation Stage Mathematics
1678	David Peckett	Team inspector	English Music Religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good, effective school with many very good features, providing good value for money. Pupils' overall standards are above the average of schools nationally. All pupils, including those with special educational needs, achieve well. Teaching and learning are both good with a significant amount of very good teaching. Leadership and management are good and have some very good features. This is a very inclusive and very caring school.

The school's main strengths and weaknesses are:

- Leadership and management are both good. The headteacher's leadership is very good.
- The inclusive nature of the whole school and the equality of access and opportunity for all pupils, including those with special educational needs, are great strengths.
- Teaching is good with a significant amount that is very good.
- Pupils achieve well and attainment is above average. It is well above average in science.
- Pupils enjoy school and are cared for and supported very well.
- The ethos of the school is excellent.
- The governing body is very effective and provides very good support and monitoring.
- The quality of marking needs to be more consistent to ensure pupils know how to improve.
- On occasions, higher attaining pupils are not sufficiently challenged.

The school has made good progress since its last inspection in 1999. All the key areas for development have been successfully addressed and improved and standards have risen as a result. The school has very successfully developed and improved the level of resourcing to enable subjects to be taught successfully. Systems for assessment of pupils' work and the subsequent analysis and use of the findings to improve standards are very good although pupils need to be provided with more information on how to improve.

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	C	C	E
Mathematics	C	C	A	B
Science	D	A	A	A

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

The table above needs to be interpreted with care. It includes the results of all pupils in Year 6, including some of those with special educational needs who are taught in the Resource Base. In 2004, the standards attained by pupils in Year 6 were average in English and well above average in mathematics and science. Overall standards have risen throughout the school since the last inspection and all pupils achieve well. Those with special educational needs, both in the main school and in the Resource Base, achieve well. Standards are above average in information and communication technology (ICT) and in music.

Pupils' personal development is very good and is very well supported through the very good provision for their moral and social development. Pupils are very happy at school and have very positive attitudes towards learning. Their behaviour in lessons and at playtimes is very good. Attendance is very good.

QUALITY OF EDUCATION

The school provides a very good education. Teaching is good throughout the school with a significant amount of very good and some excellent teaching. As a result of good teaching, supported by very good relationships and classroom and behaviour management, learning is good with pupils making good progress. The quality of assessment systems is very good and information is often used to match lessons to the needs of pupils. However a significant number of pupils remain unclear about the next steps they need to take to improve. The curriculum meets requirements and is extensively enhanced through a very good range of additional activities. The care, support and guidance of pupils are very good and significant and very positive factors in teaching. Partnership with parents is very good and the school works hard to involve them in their children's learning. Links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with some very good features.

The very good leadership of the headteacher, very well supported through the strong working relationship with the deputy head, gives the school a clear sense of direction. Teamwork and relationships are very good throughout the school and the headteacher is moving towards a very successful collegiate management structure. The headteacher has high aspirations for all aspects of the school's work and focuses on ensuring the highest possible standards. Especially strong are the excellent ethos and the school's commitment to inclusion and equality of opportunity for all pupils. Governance of the school is very good, with governors acting purposefully as critical friends of the school, being very knowledgeable and very well organised. Management of the Resource Base is good and the links between this and the main school have some exceptionally strong features, for example the inclusion of all pupils in what the main school has to offer.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school and are very pleased with its work. They have no significant concerns. Pupils like coming to school and enjoy lessons. They feel secure and very well cared for.

IMPROVEMENTS NEEDED

There are no significant areas of weakness; however, the most important things the school should do to progress are:

- Improve pupils' understanding of how they can improve.
- Improve the consistency in marking across all classes to identify areas for pupil improvement.
- In some lessons, provide more challenging work for potentially higher attaining pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards reached by Year 6 pupils are **above average**. Similarly pupils in the Foundation Stage and in Key Stage 1 attain standards which are above average. All pupils, regardless of background or ability, **achieve well**.

Main strengths and weaknesses

- Standards of Year 6 pupils in science are well above average and are above average in English and mathematics.
- Pupils also reach above average standards in ICT and music and well above average in physical education.
- All pupils achieve well in all subjects, although on occasions higher attaining pupils need more challenging work.

Commentary

1. Pupils' language and literacy skills are above average by Year 6 although standards in writing have been lower than expected. Fewer pupils are attaining the higher level, Level 5, than might be expected and the school has identified writing as an area for development. Pupils attain well in speaking and listening because teachers are very good role models and create many opportunities for pupils to develop these skills. Similarly, because of good teaching, pupils have above average competence in numeracy, including mental calculations and written computations.
2. Because of good quality of teaching, most pupils in Year 6 show a very good knowledge and understanding of key scientific ideas and can carry out a fair test with confidence; in religious education, pupils have a good understanding of the main events in the life of Jesus and of the main characters in the Bible. Pupils discuss Christian values and beliefs and have a good understanding of different places of worship.
3. All pupils achieve well in all subjects. Pupils with special educational needs make good progress towards their targets. This is due to good teaching combined with good support and the use of effective programmes to increase pupils' knowledge and understanding. Pupils work hard and achieve well. Similarly, those pupils who are higher attainers are usually presented with additional challenges that ensure they are extended in their learning although there are some occasions when they do not have enough challenge. Attainment in reception is above average because almost all children attain the levels expected in each of the areas of development for children in reception, and many children exceed them. This represents good achievement relative to their average attainment when they begin school in reception.

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

Standards in:	School results	National results
Reading	17.4 (17.7)	15.8 (15.7)
Writing	16.4 (14.5)	14.6 (14.6)
Mathematics	16.6 (17.3)	16.2 (16.3)

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

4. The above table shows that the school's results in national tests are well above the national results in reading and writing and in line in mathematics. The 2004 results maintain the previous three years' standards.

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

Standards in:	School results	National results
English	27.0 (27.0)	26.9 (26.8)
Mathematics	29.1 (27.4)	27.0 (26.8)
Science	31.2 (30.5)	28.6 (28.6)

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

5. The above table shows that the Year 6 class performed particularly well in science and mathematics in the 2004 national tests. These results represent very good achievement for this group of pupils. The school's results in national tests have improved steadily over the past few years. Management has structures in place to bring the overall standards in English up to those attained in science and mathematics

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to work and school are **very good**. The school provides **very good** opportunities for pupils' moral and social development, their cultural development is **good** and spiritual development is **satisfactory**. Pupils' attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Pupils' confidence and self-esteem grow as they move through the school.
- The school is a harmonious and friendly community.
- Pupils enjoy coming to school.

Commentary

6. Pupils get on very well with their classmates and have very good and secure relationships with teachers and other adults who work with them. Pupils say they like and enjoy school and all the activities they are able to take part in. Pupils in the Resource Base and those with special educational needs in the mainstream equally enjoy and are involved in all aspects of school life.
7. Lessons and other school activities are busy and productive. This is because almost all pupils enjoy the experience of learning. The vast majority of pupils try hard and are attentive and this has a positive impact on how well they achieve in lessons. Generally they co-operate with each other and work well in small groups and pairs. Although, in response to the questionnaire, a minority of pupils expressed some concern that not all pupils behave well, inspection findings do not support this view. Overall, in lessons and when moving about the school building, as well as outside at play, pupils behave very well. They are polite, friendly and courteous towards visitors.

Attitudes and values

8. The school is very successful in developing pupils' confidence and self-esteem. Their social development is also given high priority. A particular strength is the willingness of other pupils to support those with special educational needs by working amicably alongside them. Pupils enjoy their work and are happy to come to school. They are hard working and behaviour is often very good.
9. In discussions pupils express the view that bullying and racial incidents are very rare. If they do happen they tell an adult whom they confirm will help them. The results of the pupil

questionnaire indicate that pupils feel the school treats them very fairly. Discussions with pupils indicate that they have a good understanding of the need for racial tolerance. The school is good at promoting and developing pupils' understanding of racial awareness. Pupils develop into mature confident young citizens by the time they leave the school at the end of Year 6. They also gain a very wide-ranging knowledge of their local culture and environment. They gain a good insight into the diversity and traditions of other cultures. Pupils are well prepared for life in a multi-cultural world. However, pupils' spiritual knowledge is less well developed.

10. Attendance is very high compared to other schools. Most pupils arrive at school on time. Attendance is closely monitored and parents usually provide a valid reason why their children have been absent from school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** throughout the school. Teaching of English, mathematics and science is **very good** overall. Assessment systems are very good. However, teachers do not always match pupils' work closely to their differing learning needs, nor use this information to inform pupils of what they need to learn next.

Main strengths and weaknesses

- Teaching is consistently good and frequently very good.
- Teachers manage pupils very effectively, resulting in a very good climate for learning and very good relationships.
- Because teachers plan lessons very effectively, pupils build skills, knowledge and understanding in an ordered way.
- In some lessons high attaining pupils are insufficiently challenged.
- Pupils have a limited understanding of how they can improve.

Commentary

11. There has been good improvement in teaching and learning since the last inspection, and, as a result, pupils are achieving more and making faster progress. Parents rightly judge the quality of teaching to be good overall, commenting on the high quality teamwork throughout the school. The headteacher, teachers and teaching assistants work as a strong, cohesive team. As a result, relationships are very good and pupils thrive. In the Foundation Stage there are particular strengths in the teaching of social skills and knowledge and understanding of the world. In Years 1 to 6 there is very good teaching overall of the key subjects, English, mathematics and science, enabling pupils to achieve very well in national tests by the end of Year 6.
12. Teachers are confident and have very good subject knowledge. As a result, questions are well targeted, extending pupils' thinking; errors are carefully explained and positively managed, effectively maintaining and developing pupils' confidence. Lessons are very well planned so that pupils build carefully on earlier learning, enabling a calm working atmosphere in most classes. Clearly communicated objectives at the start of lessons enable pupils to understand the purpose of their learning. Planning often enables pupils to develop links with other subjects, for example deciphering Egyptian hieroglyphics in a Year 6 mathematics lesson. This consolidates learning, giving real purpose to the work. Teachers' behaviour management is very good, enabling a high focus on learning in lessons and very good relationships. Teaching assistants are an integral part of lessons and provide much support for groups and individuals. Pupils are keen to work hard because of the high standards set by the teachers and a sense of satisfaction that this accrues. However, in a small number of lessons, lack of challenging timescales resulted in insufficient rigour in some pupils' work. Teachers provide very good

opportunities for pupils to work in groups and pairs, enabling pupils to develop very good levels of cooperation and to work together as a team.

13. The quality of teaching for pupils with special educational needs is good. Support programmes account for the good progress that pupils make. Class teachers are well informed about the individual needs of pupils and are able to plan work that is appropriate to those needs. However, it is not always evident in planning what special arrangements have been made for these pupils to give them full access to the curriculum. Classroom assistants are used effectively and are valued for the contributions they make to pupils' learning. They work closely alongside teachers.
14. Teachers make very good use of ICT to aid learning. Most classes have interactive whiteboards and teachers are well trained in using them. Teachers often use the whiteboards for the introduction and main teaching elements of the lesson. They are confident in demonstrating what is to be learned and effectively involve pupils in using the boards correctly to demonstrate learning and to correct mistakes. This adds a challenging dimension to lessons because the pace of learning is quicker, also giving a strong visual element that grasps pupils' attention.
15. Assessment of pupils' standards and progress is satisfactory overall. The school has very good systems in place and makes very good use of a range of tests to assess pupils' levels of attainment over time. However, teachers do not always use the information in a consistent and rigorous way to plan for the differing abilities in the class. This limitation results in higher attaining pupils sometimes being under challenged. Marking of pupils' work is also inconsistent and is insufficiently linked to the learning objectives. This, together with lack of clearly communicated pupils' targets, means that pupils do not know enough about the next step in their learning or what they need to do to improve. Inspection findings agree with parents' comments that the provision of homework is inconsistent across classes.
16. Very good procedures are in place for the identification and assessment of pupils with special educational needs. An effective system enables teachers and support assistants to have a prominent role in setting targets. Regular reviewing and recording enable progress to be carefully monitored.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	11 (34%)	18 (56%)	2 (6%)	0	0	0

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

The curriculum

The curriculum is **very good** with extensive opportunities for enrichment. Overall the good quality of the accommodation and resources contributes significantly to the school's curriculum. However, outdoor play area for children in reception is limited.

Main strengths and weaknesses

- The school offers a very good range of extra-curricular activities. Many of these activities are particularly successful in the promotion of pupils' personal and social education.
- The curriculum is very inclusive and all pupils have very good access to all that the school has to offer.
- Resources and accommodation are generally good. Resources for ICT are very good and have helped to improve standards of attainment.

Commentary

17. The curriculum is well planned to meet the requirements of the National Curriculum and the needs of all pupils in the school. A strong emphasis is placed on the development of pupils' personal and social educational skills, health, social and moral education as well as subject knowledge and understanding. The school works hard to provide a balanced education for its pupils and to ensure a very inclusive environment where pupils have a very good level of equality of opportunity.
18. The curriculum is very well enhanced and enriched through a wide variety of additional activities including residential opportunities and through the inclusion of modern foreign languages with the introduction of Spanish for pupils in years 2 and 3 and German in Year 5 and French in 6.
19. Teachers plan very well to meet pupils' individual needs and to ensure the secure delivery of the National Curriculum. Curriculum policies are in place and schemes of work are modified appropriately to meet the school's needs.
20. Teachers use the National Literacy and Numeracy Strategies flexibly and well. Pupils' writing skills are an area which the school has identified as in need of further development and this has been made a priority area. The curriculum enables pupils to make good use of literacy and numeracy skills within other subjects, for example in science where numerical data is recorded with care and the results then presented in graphical form. Pupils are encouraged to use their speaking and listening skills in a variety of contexts, including circle time, as well as in subjects. The school provides good opportunities for pupils to use investigative skills, very clearly seen in the high standards attained in science.
21. Pupils with special educational needs have full access to the curriculum and to a range of extra-curricular activities. Most of the curriculum is delivered within the mainstream classroom. Occasionally pupils are withdrawn for individual teaching, sometimes joining pupils in the Resource Base if their needs warrant this. There is a very strong commitment to the inclusion of all pupils with special educational needs. They are well catered for as a result of most teachers taking into account their specific needs when they plan their work.
22. The good quality and range of resources have a positive impact on learning and on improvements in standards of attainment. There are very good resources for ICT. The interactive whiteboards in classrooms as well as in the ICT suite are very well used.
23. The school accommodation is bright and well cared for. There is excellent access to the adjacent wildlife site and this is well used by the school, for example in orienteering. Rooms are large enough for investigative and experimental work as well as for making in design and technology etc. Younger children have only limited access to an outdoor play area, a situation the school is well aware of.

Care, guidance and support

The school's arrangements for pupils' care, welfare, health and safety are **very good**. Pupils receive **good** support, advice and guidance. There are **good** opportunities for pupils to be involved in and to influence the school's work.

Main strengths and weaknesses

- Pupils have a very good and trusting relationship with at least one adult.
- Academic guidance is not always sufficiently targeted so that pupils know clearly what they must do to improve their learning.
- There are good arrangements to encourage pupils to develop healthy lifestyles.

Commentary

24. Pastoral care and guidance are very good. Pupils say they enjoy school and feel safe. All adults know pupils very well and regularly share information about them with each other. As a result individuals and their families are well known. In discussions pupils state there is an adult they are confident to talk to if they are worried or unhappy; this view is supported by the questionnaire results.
25. Systems to ensure pupils' welfare permeate all aspects of school life. They are very clearly understood and implemented by all those who work or help in school. There are well-planned arrangements for supporting children who join the school part way through the school year. Arrangements to help the youngest children who are starting formal education for the first time are good. Health and safety throughout the school are very good. Arrangements to support pupils' medical needs or to deal with accidents or illness that occur during the school day are very well managed. Healthy lifestyles are encouraged throughout the school. Free fruit is available, as is water to drink. Pupils' awareness of the need to keep safe is given good attention, for example through cycling proficiency lessons.
26. Pupils indicate both in discussion and through the questionnaire results that they can ask their teachers for help during lessons. During the inspection good examples of one-to-one support were seen in many lessons. Pupils in the Resource Base have specific academic targets that are regularly reviewed and assessed with them. However, pupils in the mainstream are not always encouraged to evaluate their own work. Assessment information is not used sufficiently well to involve them in setting and reviewing academic targets to help them understand how they can improve their learning.
27. A strong feature of the school is the care, support and guidance given to pupils with special educational needs. Procedures for their early identification and assessment are clear and well understood by everyone. Pupils are very well supported throughout the curriculum. Individual education plans set appropriately achievable targets which are regularly monitored and updated. Targets closely reflect what statements recommend. Good quality teaching enables pupils to have full access to a broad and balanced curriculum which largely reflects their needs.
28. Pupils talk enthusiastically about the recently formed school council. They know how they can make suggestions and feel their views are listened to. There are several opportunities for pupils to take on responsibility and contribute to the smooth running of the school; this makes a good contribution to pupils' personal development.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links and liaison with the community are also **very good**; links with schools and colleges are **very good**.

Main strengths and weaknesses

- The community is very well used to enrich the curriculum and enhance pupils' personal development.
- Parents' views are regularly sought and concerns swiftly dealt with.

Commentary

29. Both at the pre-inspection meeting with parents and through the questionnaire response parents expressed many positive comments about the school and what it has to offer their children. The school responds positively to issues and concerns raised by them. Parents' views are sought informally and more recently formally and taken into account when the school is preparing plans for improvement. There is a thriving parents association, which raises

significant sums of money that directly benefits pupils and supports the school financially. Parents provide help for the school in other ways by providing transport to events and making costumes for the school productions. Initiatives to involve parents in school life and their children's education are developing well. Parents are invited to class assemblies followed by refreshments; they appreciate this. The majority of parents support the work their children have to do at home.

30. The information provided for parents has improved since the last inspection. Day-to-day information is very well presented, regular and contains practical and helpful information for parents. Pupils' end of year progress reports provide clear and detailed information for literacy, mathematics and science; this is a strength. However, they do not provide sufficient information about pupils' strengths and areas for development in other subjects.
31. The school has established good relationships with parents of pupils with special educational needs. They are well informed and are closely involved in pupil reviews and target setting. Attendance at annual reviews is usually good.
32. Very good use is made of the local and wider community to enrich pupils' experiences. Members of the nearby community visit to talk to pupils, for instance about their experiences during World War II; this has a positive impact on pupils' standards of achievement. The community makes good use the school's recycling initiatives, further reinforcing pupils' understanding of wider environmental issues and the need to recycle materials. Pupils take part in a very wide range of local events such as the church fete and flower festival. They go on visits linked to their lessons as well as residential visits, which the older pupils speak about with great enthusiasm.
33. Links with local pre-school providers are strong and help to ensure the youngest children settle into formal education quickly. There are developing links with the nearby Beacon school and staff have had opportunities to share good practice as part of their professional development. Extensive and well-developed links with local secondary schools result in very secure transfer at age eleven. The school regularly accepts students on work experience placements as well as trainee teachers.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The headteacher provides **very good** leadership for the work of the school. She is very well supported by the deputy headteacher, with whom there is a strong and very successful partnership. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher provides very good leadership, and her very clear vision and high aspirations are shared by all.
- Governors have a very clear understanding of the school's strengths and weaknesses, and of their roles. They are centrally involved in determining the school's strategic direction.
- There are very well developed self-evaluation systems that support school improvement very well by identifying what is working well, and what needs improving.

Commentary

34. The headteacher provides very good leadership. Her strong sense of purpose reflects her ambitions for the school to provide the very best possible education for its pupils. She leads and inspires a very effective team who share her commitment to continue to raise standards. Planning for improvement is very good. Careful monitoring and the rigorous analysis of results support the headteacher's clear overall vision. Her approach is one of involving all the school team in most aspects of the planning and implementation.

35. The headteacher is very well supported by the deputy head. Subject leaders work very well together as a team and are united in their commitment to sustained improvement. They manage their subjects well. The effectiveness of subject management is reflected in the above average standards that pupils achieve, in the consistently high quality of teaching and in pupils' enjoyment and enthusiasm for learning.
36. The governing body is very effective and does everything it should to fulfil its duties. Governors know what is happening in school. All governors are linked with a curriculum area and through this have a very good understanding of the school's strengths and weaknesses. They are actively involved in the creation and evaluation of the school development plan. Overall, there has been good improvement since the previous inspection.
37. The school has good management systems in place to self-evaluate the effectiveness of its provision. There are now very good procedures in place to monitor pupils' progress, although individual pupils' understanding of how to further improve is an area for development.
38. The school financial management is very secure. There are very good procedures in place to ensure funds are used wisely and accounts are monitored. The school administrator is extremely efficient and ensures that all requirements are rigorously and efficiently complied with. The school receives very good support from the local education authority in planning and monitoring the budget. The larger than expected budget carry-over is as a result in changes to the expected income for the current school year. The school follows the principles of best value very well by securing competitively priced contracts; it does this by comparing its performance with local schools and by consulting with its parents.
39. Leadership and management of special educational needs are good. The recently appointed co-ordinator has established a strong working relationship with the teacher in the Resource Base which enables them to adopt a cohesive approach. Pupils' records are well kept, are up to date and are informative. The Code of Practice is operating throughout the school and legal requirements in respect of statemented pupils are fully met. Very good links are maintained with receiving secondary schools and a range of outside support agencies. Arrangements, to monitor teaching and subsequent planning to ensure that work is planned and delivered at an appropriate level, are not yet firmly embedded. This is due to the teaching and non-teaching commitments of the fairly new co-ordinator.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	537794	Balance from previous year	68636
Total expenditure	545444	Balance carried forward to the next	60986
Expenditure per pupil	2700		

What is the effectiveness of the Special Needs Resource Base?

40. The local authority Resource Base is a 12-place facility which currently has eight pupils allocated to it from a wide area. All pupils have statements of special educational need and range from Year 3 to Year 6. Working at different levels and within different age ranges, they are very well supported by a full-time teacher and a teaching assistant. Between them staff ensure that work is planned which is relevant to pupils' needs. Pupils follow a broad and balanced curriculum and wherever possible are integrated into mainstream lessons. Each pupil is allocated a 'link class' where they go for registration. Because the Resource Base is not operating to capacity, other pupils requiring extra support in literacy and numeracy are, from time to time, able to access the expertise of staff working in the base.

41. Provision for pupils in the Resource Base is **very good**. Their inclusion into the school is **very successful** and they are full and active members of the school community. They make good progress towards their targets, are well behaved and respond positively to the support they receive. Pupils' social development is given high priority resulting in them relating well to one another and to their teachers. Activities are designed to give pupils as much independence as possible and they themselves work hard to achieve this. Individual education plans clearly identify pupils' targets and what has to be done to achieve them. Pupils are aware of their targets for improvement and from time to time there is a classroom focus on 'target practice'.
42. The overall quality of teaching and learning is good. The class teacher and classroom assistant both have a high level of expertise and operate well together to support all pupils. Pupils are encouraged to work independently and are provided with opportunities to present their own findings and to be involved in discussion. The Resource Base teacher has good awareness of pupils' individual needs, not the least of which is their short span of attention. A good range of positive strategies is used to encourage and reward good work and ICT is used effectively to support pupils' learning. Expectations are appropriately high. Standards in writing are well below average for these pupils and poor literacy skills impact on the overall progress that they are able to make. However, there is evidence of improvement in reading and pupils' work indicates that they have made considerable progress.
43. Good leadership and management ensure that there is close co-operation with the special educational needs co-ordinator. Extensive records are kept which track pupils' progress throughout their time in school. Indications are clear as to whether or not pupils are making the required progress. Appropriate intervention strategies are used where necessary to develop pupils' learning and these are part of the successful overall planning to meet pupils' needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and has improved since the previous inspection.

44. When children start in the reception class their attainment is broadly average for their age. Because teaching is consistently good or better, children achieve well. Most attain the goals set nationally for children by the end of the reception year (early learning goals), and a significant minority exceed them; this level of attainment is above average. Children with special educational needs receive very good support and are included totally in all activities, enabling them to achieve well.
45. The two rooms for the reception class are organised well to provide good opportunities for learning. The outdoor area is under developed, restricting opportunities for children to extend their learning in many areas of learning, for example, use of numbers to reinforce early numeracy, or roadways for steering wheeled vehicles. This limits the scope of the provision overall. Good use is made of the wildlife area adjacent to the school.
46. Induction arrangements are thorough. The reception teacher has developed strong links with local nurseries and regularly visits to meet with children prior to them entering reception. This, together with a carefully planned entry into the reception class, supports children well, enabling most to settle very quickly. There are good opportunities for parents to be involved in their children's learning at home, and to see children's work in school through informative class assemblies and formal consultations.
47. Leadership and management are good, inspiring children to work hard and behave very well. There is comprehensive planning for all areas of learning. Most areas of the curriculum are well organised to ensure that children experience a broad range of interesting activities. Lessons are carefully planned. Useful systems to assess children's progress are in place, enabling the teacher to evaluate whether children are making enough progress. A good range of visits to interesting places and a variety of visitors enriches learning. Reception class staff work as a cohesive team. Teaching assistants are effectively briefed and clear about their roles, supporting children very well in small group activities. Opportunities for teaching assistants to be more proactive in their roles, for example teaching small groups of children during whole-class sessions, are sometimes missed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good and the good teaching of personal and social skills underpins all aspects of children's learning.
- Children are strongly encouraged to become independent learners.
- The teacher has high expectations of children's behaviour so that children behave well and listen attentively.
- The progress of children occasionally suffers when they sit for inappropriate lengths of time.

Commentary

48. This area of learning has a very high focus. Children enter the reception class with above average personal and social skills. Most have good levels of confidence for their age and are ready to learn. They make good progress and achieve very well, so that most will exceed the

early learning goals in personal, social and emotional development. The reception class is a happy and busy place where children thrive. A strength of teaching is the way in which the teacher plans an interesting range of worthwhile activities that engage children both in supported groups, and working independently. Whilst adults engage in, for example, helping children with early writing activities, other children fish for words in the sand and water, or form letter shapes in dough. Hence children become independent learners, interested and actively learning. By the time they leave reception, children concentrate for good periods of time and persevere to complete tasks.

49. Because the teacher has high expectations of children's behaviour, the classroom is a very orderly environment where children are well behaved and respectful of others and property. Children develop a good notion of right and wrong. Relationships are very good. Children are taught to listen to others, to share and to participate fairly in activities. At one point each week, the activities planned involve children sitting for a long period of time – first in assembly, then in a classroom activity, followed by music. This results in children becoming restless, and making less progress at this time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Well-planned activities ensure that children learn basic skills in an interesting way.
- Children have good opportunities for talking across all areas of learning.
- The teaching of key words is very effective.
- Children's speaking and listening skills are well developed.

Commentary

50. Teaching is good and children achieve well overall. By the end of reception most will achieve, and a significant number exceed, standards for their age in speaking and listening. The teacher provides many opportunities for children to develop good speaking and listening skills; for example, children frequently sit in a circle, sharing their news or contributing to a class discussion about mini beasts. The teacher effectively extends children's vocabulary, for example explaining the meaning of the word *fragile* to describe eggs. The well thought out role-play garden and home corner enable children to develop and consolidate new words, for example *compost* and *binoculars*. In small group work, children also have good opportunities to converse with an adult, making good progress at this time.
51. Provision for reading is good overall and by the end of reception a significant majority of children will achieve the expected standards. A key strength of provision is the daily opportunities planned to reinforce key words, both at home and at school. The teacher uses the interactive whiteboard very effectively to search for and identify words. Children watch excitedly, keen to spot the words before their teacher! As a result children develop a good sight vocabulary enabling them to make good progress in reading. Letter sounds are introduced on a weekly basis, developing children's ability to hear the sounds that letters make in a structured way. By the time they leave reception, most children identify the initial letter sound in a word and spell out simple words such as *bag* or *peg*. Most parents support their children's reading at home and there are good systems of communication between teacher and carer through the home/school reading diaries.
52. The teaching of writing is good and children achieve well. Children have good opportunities to write for a variety of purposes, but lack an extended knowledge of letter sounds and of how to confidently build up new words. Children are systematically taught the sounds that letters make, a new letter being introduced each week. This process takes a significant period of time to complete all the letter sounds and limits children's early writing skills. Hence, whilst a

significant number of children are beginning to write a simple sentence, few can s-t-r-e-t-c-h words to hear the sounds within them, mostly capturing only the beginning and sometimes the end letter sounds. A small minority use capital letters at the beginning of sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching of numeracy skills is good.
- Good questioning techniques extend children's thinking.
- Well-organised resources increase the scope of learning.
- High attaining children sometimes lack additional challenge.

Commentary

53. Children enter reception with good counting skills, and because of the good teaching they receive, most will exceed the early learning goals in this area. By the end of reception most children recognise numbers to 20, count forwards and back, and combine two sets of objects to make a simple addition sum. High attaining children identify missing numbers in simple equations and are already working in the early levels of the National Curriculum. The teacher uses a range of effective strategies to encourage number recognition and counting, using the interactive whiteboard very effectively to make learning fun. Good questioning skills help children to extend their answers and mistakes are managed carefully and positively. Well-organised resources make the activities stimulating, for example programming an electronic toy to plot a route to the shops, adding price tags or making dough numerals. Children receive good support from adults and at other times work independently, effectively consolidating their learning. In the lesson observed during the inspection, all children made good progress overall, but high attaining children were not challenged further than others in the class, for example by independently recording their calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well-planned topics enable children to make links in their learning.
- A wealth of practical activities makes learning exciting.
- Visits to interesting places enrich provision.

Commentary

54. Teaching is very good. Most children are likely to attain the expected levels, and a significant number exceed them, achieving very well. A real strength of provision is the way in which the teacher links the areas of learning, enabling children to make links and to reinforce their understanding in a variety of situations. For example, in the current topic about *Growing*, children write simple diaries recording the growth of their seeds, sing songs which reinforce the lifecycle of the butterfly, and in physical education lessons, capture the movements of frogs and caterpillars. The rich variety of practical activities adds real excitement; for example, children rush to see if their seeds have grown and wait with anticipation to see the class pupa change into butterflies. They use magnifiers to observe closely, and most name the parts of a plant. Planned activities throughout the year enable children to learn more about their world. They have observed birds of prey in the classroom and welcomed visitors such as the dentist and school nurse. Children have good opportunities to develop ICT skills, using the interactive whiteboard and regularly using the two classroom computers. The children have recently

visited the theatre, developing awareness of their own culture, but other multi-cultural aspects of provision are not overtly evident in provision. Opportunities to extend provision outdoors are limited, for example, linking children's experiences to the world of work by incorporating traffic signals and roadways when using wheeled vehicles.

CREATIVE DEVELOPMENT

55. Creative development is an integral part of all activities. Children have regular opportunities to dress up and take part in interesting role-play experiences, to explore a good range of materials and to express their ideas creatively; for example, using dough to create mini beasts, or using pastels to carefully draw spring flowers. In weekly music lessons, children sing with appropriate tunefulness and much enjoyment. Most clap in time to the music and handle percussion instruments with appropriate control.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children develop a good understanding about the importance of exercise.
- Very good teaching of key skills increases the scope of learning.
- Provision for outdoor play provides limited opportunities for children to practise and refine physical skills.

Commentary

56. Children achieve well and most are on course to exceed the expected standard by the end of the reception year. Well-planned activities encourage children to handle and experiment with a range of materials, developing good hand/eye co-ordination, for example adding tiny sequins and detail to fabric print butterflies. In physical education lessons children learn about the effects of exercise on the heart and the importance of warming up prior to exercising. The teacher manages children very well at these times, developing a real sense of order in lessons. For example, children listen carefully and watch and learn from others' movements. Her good sense of humour encourages children to persevere and enjoy their physical education sessions. By the end of reception, children have a good awareness of space, show good control of body movement and perform a range of actions in response to musical instruments and story. Opportunities to extend provision outdoors are limited, for example for climbing and balancing, or through the daily use of small apparatus such as balls and hoops.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Years 2 and 6
- The quality of teaching is very good, occasionally inspirational.
- Pupils achieve well so that progress over time is often above expectations.
- The whole-school focus on writing is helping to raise standards.
- Pupils are not fully involved in understanding their learning, their progress and what to do next to improve.
- Subject leadership has brought about good improvement since the previous inspection.
- The use of writing in subjects other than English is good.

Commentary

57. By the end of Year 2, standards are well above average in the end of key stage tests; by the end of Year 6, they are above average. Pupils achieve well. This achievement results from the high quality of planning and very good teaching. The standards throughout the school have improved since the last inspection.
58. Standards in speaking and listening are well above the expected levels by the time pupils leave at the end of Year 6. The teachers are skilled at asking questions and enabling the pupils to give reasoned and articulate answers. Pupils are particularly good at working together in discussion and collaboration. They listen and converse confidently and show good consideration for the listener. Standards in reading are well above average by the end of Years 2 and 6 and pupils' progress through the school is very good. Pupils read with good fluency, accuracy and understanding for their age. They are systematic in their approach to unfamiliar words, using their good knowledge of phonics and improving their capacity to read and explore the meaning in a text. This results from very effective teaching. Resources for reading are good and an important improvement since the last inspection.
59. Standards in writing are well above average by the end of Year 2. By the time pupils leave the school standards are above average. Throughout the school there are examples of pupils' writing that are well above average. Most pupils write fluently in a good range of forms. They have a clear and developing sense of structure, use punctuation accurately for their age and develop a good understanding of grammar.
60. Much of the pupils' work is neat and well presented. From Year 2 pupils are taught to begin joining the letters but do not transfer the learning to their day-to-day writing until Year 3. In Years 4 and 5 pupils write in a well-formed joined and personal style. However, there is no consistent expectation that pupils should maintain the joined, fluent style that is so carefully taught.
61. The progress and good achievement in English result from the high quality of provision and pupils' good commitment to learning. All the teaching seen during the inspection was good or better; most of it was very good. Teachers have very good subject knowledge and use it to inspire the pupils to learn and respond with enthusiasm, creativity and sustained concentration. Teachers are very good at using imaginative ideas to interest and motivate pupils to improve their writing. There are good links to drama, to stories and to personal experience. Teachers manage pupils with respect and consideration for their individual needs and, as a result, pupils settle to work readily and quickly. Relationships are warm and purposeful. Lessons are very focused, time is used very well and tasks are carefully chosen to challenge pupils at the right levels and provide a high degree of satisfaction in learning. Teachers' expectations are generally high and pupils are successfully engaged in sharing them. Lessons are strongly inclusive and fully reflect the school's approach to pupils with special educational needs. The good provision for pupils with special educational needs enables these pupils to share in the overall good achievement.
62. The strengths in teaching are mirrored in pupils' good attitudes to learning. Pupils' behaviour and commitment to learning are good. In lessons and conversation, pupils are enthusiastic about their work, taking pride in its quality. Regardless of differences in attainment all pupils work very well together and are appreciative of each other's achievements. This reflects both the quality of teaching and the school's success in implementing its policies for inclusion. Support staff know what is expected of them. They are carefully briefed, know the pupils well and make an important contribution to pupils' learning.
63. Leadership and management are good. The headteacher and the subject leaders are well informed, set high standards and have been effective in bringing about improvement. Although writing standards are above average, in the work seen during the inspection they were in line with the national average in the 2004 end of Key Stage 2 tests. This relative weakness is being addressed with a whole school review and approach to raise standards. The systematic monitoring, detailed tracking of pupils' progress and the careful analysis of results provide very

secure information about what is working well in the subject and what needs to be improved. The school is using this information well to build on strengths and to target areas for improvement. As a result pupils are making progress because of the support and clear focus on standards; some pupils have made above expected progress. There are examples of very good marking, for instance in Year 5, when the assessment of progress is against the planned learning and pupils are given clear information of how to improve. However, the overall approach to marking and assessment does not involve the pupils in understanding their own learning, their progress or what the next stages are in their work to develop and improve.

Language and literacy across the curriculum

64. The promotion of language in English and in other subjects is good. Pupils throughout the school use writing very well in subjects other than English, for example to present a science investigation or to describe feeling and events in religious education. The quality of this aspect of pupils' work is high, reflecting good planning and consistently high expectations. Pupils throughout the school maintain a good standard of presentation, expression and accuracy in all their written work, taking obvious pride in its quality. Marking in the other subjects sometimes makes reference to the literacy skills and knowledge used in recording. Good use is made of ICT in English.

MATHEMATICS

Provision in mathematics is **very good** overall.

Main strengths and weaknesses

- Pupils' achievement is very good and standards are above the national average by the end of Year 6.
- The quality of teaching is very good in Years 5 and 6 and good overall in Years 1 to 4.
- The behaviour and attitudes of pupils are good, and this means time is used very effectively.
- Lessons do not always provide enough challenge for higher attaining pupils.
- Teachers' marking is inconsistent and pupils do not have individual targets.

Commentary

65. Standards in mathematics are above what is expected nationally by the end of Year 6 and pupils achieve very well. By the end of Year 2 standards are in line with national expectations. Whilst most pupils attain the recommended level in national tests, few achieve the higher Level 3, resulting in good rather than very good achievement overall. Improvement since the last inspection is good. Standards reported at the last inspection have been maintained. Teachers have worked hard to address issues of pupils' underdeveloped problem-solving skills so that pupils in all classes now have good opportunities to solve problems using a wide range of mental strategies and effective pencil and paper jottings. This is now a strength of the mathematics curriculum.
66. Teaching and learning are good overall in Years 1 to 4. They are very good in Years 5 and 6 because teaching is consistently challenging pupils and they learn at a rapid pace. This results in an extensive and good range of work being covered, with plenty of opportunities for practice and revision, enabling pupils to make very good progress. Challenging problem-solving activities encourage pupils to think for themselves, develop strategies, and organise their work independently. Throughout the school, pupils develop a good knowledge of number because numeracy processes are well taught. In most lessons, the mental and oral session at the beginning of the lesson provides a real focus for counting and mental dexterity, and teachers skilfully use this time to get lessons off to a good start. Occasionally too much time is given to whole-class teaching, leaving insufficient time for pupils to practise new skills. Lessons are carefully structured so that pupils learn new skills in a consistent way, building carefully on earlier learning with good opportunities for revision. Most teachers have interactive

whiteboards in their classrooms, and use them very effectively to demonstrate new concepts. Teachers skilfully use this powerful tool to capture pupils' attention and to demonstrate new learning at a faster pace. Pupils are effectively involved at these times, using the whiteboard to demonstrate their understanding and to correct mistakes.

67. Teachers have very good behaviour management skills, creating a very good climate for learning so that pupils listen attentively and work industriously. Because of this most pupils enjoy mathematics, approach their learning with enthusiasm and persevere to complete the task. Teaching assistants are very effectively used to support pupils with special educational needs, often enabling pupils to complete similar work to others in the class.
68. The teaching of pupils in the special educational needs Resource Base is good. The teacher uses very clear strategies for reinforcing basic number concepts, supporting pupils well. The teaching assistant is very knowledgeable and is used effectively to support individual pupils. As a result, pupils with special educational needs achieve well.
69. Most teachers perceptively assess the performance of pupils in lessons, frequently adapting their teaching to developing need. In Years 1, 2 and 4, scrutiny of pupils' work over time indicates that work is insufficiently matched to individual needs to challenge higher attaining pupils. This is a significant reason why too few Year 2 pupils attain the higher levels in national tests. All teachers mark pupils' work regularly but there are inconsistencies of approach. Too often pupils are given insufficient pointers for improvement. Because pupils do not have specific learning targets they lack a clear longer-term view of the next stage in their learning.
70. Leadership and management are good. Pupils' test results are beginning to be rigorously analysed to evaluate strengths and weaknesses in provision and appropriate action is taken. However, differences in the attainment of boys and girls in national tests have yet to be evaluated and addressed. Effective tracking procedures provide a clear overview of pupils' progress as they move through the school. This provides a very useful management tool to identify groups and individuals requiring additional support. Long-term targets are set for all pupils, however there is a need for more challenging targets in some instances.

Mathematics across the curriculum

71. All aspects of the mathematics curriculum are taught and satisfactory opportunities are given for pupils to extend and apply their mathematical knowledge and skills in other areas of the curriculum. For example, in art, Year 4 pupils constructed two-dimensional shape paintings in the style of Mondrian. In science, pupils devise a range of computer-generated graphs, and use measuring skills when recording findings in scientific experiments.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high and well above the national average.
- Very good quality teaching and learning enable all pupils to achieve highly.
- Pupils have very positive attitudes to learning.
- Leadership and management are good resulting in science being very secure across the curriculum.

Commentary

72. By the end of Years 2 and 6, standards are well above the national average. The percentage of pupils attaining Level 5 is very high compared with the national percentage. Over recent years pupils have maintained very high standards in the national tests for 11 year olds in

science. This is reflected in the work of pupils currently in Year 6 and is a result of the consistently very good quality teaching that they receive. There has been good improvement since the last inspection.

73. Teaching is very good overall. Lessons are very well planned and teachers use a very good range of strategies to ensure lessons run smoothly and that pupils understand the lesson content. Teamwork between all staff is very good and is a significant factor in the very good learning that occurs in lessons. All staff share in the very good classroom and pupil management that makes these lessons so successful and ensures that all pupils, whatever their individual needs, are fully involved in the lesson. Pupils with special needs are fully integrated into science lessons, where this is appropriate. They are very well supported with work very well matched to their needs. In all lessons there are very good relationships and high expectations. This results in pupils who want to learn, listen carefully and contribute maturely and very well to discussion. All these factors came together in a very good Year 6 science lesson involving investigative, collaborative, practical working where pupils were engrossed in their work and achieved highly as a consequence of very good teaching resulting in very good learning.
74. Pupils' behaviour is at least very good. Besides high levels of concentration, they are very considerate of others, listen well and are aware of others' points of view. This ability to share and to get on with others enables them to work very successfully in groups and whole class activities as well as individually.
75. Leadership and management are good. Although this is a new area of responsibility, the co-ordinator has a clear understanding of the subject's strengths and weaknesses and what needs to be done to maintain, and even improve upon, pupils' very high standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good overall and results in good learning.
- Resources are very good.
- Large classes in the ICT suite are sometimes difficult to manage.
- Whole-school co-ordination and support are good and are improving the quality of provision and standards.

Commentary

76. The school has made considerable strides in the development of its facilities for ICT since the last inspection. The new ICT suite, which is timetabled for all classes, is very well equipped and the majority of classrooms have well-used interactive whiteboards. These improvements, together with good teacher expertise, have had a significant effect on standards, which, by the end of both key stages, are above average. This was clearly seen in Year 5 where pupils successfully tackled complex control projects with confidence and an above average level of expertise.
77. Teaching is good overall with some very good teaching. This results directly in pupils' good learning. Lessons are well planned and make very good use of the facilities. Teamwork between support staff and teachers is very good and is a very important factor in the good learning. Relationships are very good between adults and pupils and this, together with the good level of planning to meet individual needs, places pupils in a strong environment where they want to learn and, as a result, make good progress. Pupils with special needs, as well as

those who have been identified as higher attainers, are well catered for and have full access to all the school has to offer.

78. In Years 1 and 2, ICT lessons are shared between teachers and teaching assistants. This allows the class teacher to take half of the pupils into the ICT suite while the other half remains in the classroom. Pupils benefit from this arrangement in that they have more individual support from the teacher, and, where it is appropriate, they can have a computer to themselves. The result is at least good learning for all pupils. In lessons observed in Years 3 to 6, the whole class worked in the ICT suite. On occasions this is not without some difficulty as pupils often have to share, and at time of pressure, for example software failure, the demand on the teacher builds and sometimes pupils are inactive. The school needs to review the use and management of the suite in such circumstances.
79. Subject leadership and management are good. The school has made a very good level of improvement since the last inspection when some aspects of ICT were found to be a key issue. A major factor in this advance has been the determination of management to improve provision, raise standards and provide pupils with access to as high a level of good quality use of ICT as is possible. The timetabling of the ICT suite for all classes ensures that pupils have very good access to ICT, both as a subject and as an integral part of other subjects. The use of interactive whiteboards in teaching is impressive and further develops pupils' ICT skills. The development plan is good and is well structured to further raise the quality of provision and standards throughout the school.

Information and communication technology across the curriculum

80. The provision for the use of ICT across the curriculum is **very good**.
81. Since the last inspection significant advances have been made throughout the school with the development of an ICT suite, increased numbers of computers and the provision of interactive whiteboards in most classrooms (the last two whiteboards are being installed currently). All classrooms have their own computer workstations and there are a number of laptops available. These are all well used.
82. The interactive whiteboards are very well used as a teaching tool in many subjects besides ICT. As a result ICT is an integral part of teaching and learning in a wide range of contexts. During the inspection very good use is made of subject-specific software, for example in numeracy, literacy and science lessons.

HUMANITIES

83. In humanities one lesson was observed in history and no lessons were seen in geography. It is therefore not possible to form an overall judgement about provision in these subjects. However, the timetable and samples of pupils' work in history and geography, supported by display around the school, clearly show that these subjects are well represented in all classes and that pupils have appropriate access to the National Curriculum.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above those expected by the locally agreed syllabus.
- Teaching is good and pupils achieve well.
- Pupils use their literacy skills very well to record their work and are able to recall important facts about different cultures and religions.
- The curriculum is good and focuses on Christianity and teaches about other major faiths.

Commentary

84. By the end of Year 2 the pupils' knowledge and understanding of religious education are above the standards expected. Pupils' achievements are good. In Years 1 and 2, pupils can recall important facts about Judaism and Christianity, their sacred texts, customs and the celebrations of the two faiths. By the end of Year 6 standards are above average following the well-organised planning of lessons and the teachers' good subject knowledge. Pupils have a good understanding of different places of worship. They visit the local Christian church and use that to learn about Christian artefacts and those used in other religions. In their study of Islam, pupils are developing a good understanding of the religion, its sacred text and the important rituals that guide Muslims in their faith. A Muslim pupil shared aspects of his faith and had the confidence to lead a school assembly.
85. Only one lesson was observed and in this teaching was very good. The skilled use of questions pursued the very difficult concept of faith and why people value it and behave as they do. In response the pupils thought deeply and discussed their ideas. In Years 3 to 6 teaching is good and obviously engages the pupils and raises standards. Throughout the school, pupils, including those with special educational needs, are developing a good understanding of Judaism, Sikhism, Islam and Christianity and are building up an associated vocabulary with a good understanding of faith and the symbolism in religions.
86. Although relatively new to the role the subject leader is providing good leadership. She has reviewed all the resources and knows the quality and range are good but can be improved. She has very good subject knowledge and provides a good role model. Resources, including pictures, books, videos and artefacts, are good. They are used well and create interest in the subject. Pupils use their literacy skills well to discuss, research and record their learning in a range of interesting ways.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART

87. On the basis of a limited number of lessons, provision in art is **good**.
88. Because only two lessons were observed it has not been possible to make an overall judgement about teaching, learning, standards and achievement. Any judgements made are the result of looking at pupils' work in classrooms and around the school, looking at documentation and interviewing the co-ordinator.
89. In the two lessons observed standards were average and the quality of teaching and learning was good. A calm working atmosphere was established in a Year 2 class where pupils displayed a high level of interest in developing their manipulative skills to create their own collages. Pupils demonstrate that they can remain on task and are methodical about the cutting, tearing, sticking and sewing processes they need to go through. The quality of displayed work and in particular pupils' pencil drawings is very good. This is particularly evident in Year 2 where pupils draw natural objects using interesting colours, shape and texture. Pencil and crayon drawings of animals and fish have led to some interesting clay work here. A lot of pupils' work is accompanied by illustrations, such as the lifestyles of frogs and mice.
90. Pupils in the Resource Base are equally well motivated when applying colour to their pencil drawings of a local church. Although some find it hard to concentrate for any length of time the teacher encourages them to experiment with mixing their own colours. There is good development of their independence and social skills when they are given the opportunity to talk about their work and explain the stages they have gone through.

91. Teachers make good use of improved resources and endeavour to teach pupils the correct way to hold their paint brushes and apply colour. They are confident and well motivated when talking about the subject.
92. Art continues to be successfully incorporated into topic work. In Year 3 'Maths in Art' includes lines of symmetry and reflection in two-dimensional shapes. There are collages to depict the weather around the world and pupils' illustrations of the Creation story. In Year 4 the Willow Pattern story is accompanied by pupils' independent writing. Year 6 pupils have produced pictures in the style of Matisse and these enhance display on corridors.
93. Leadership is good and the school is in its second year of trialling a new scheme of work. Curriculum coverage is good and is enriched through a variety of activities including visits to the Tate Gallery in Liverpool and local artist workshops. Pupils' work is displayed very well in the hall, around the corridors and in classrooms. Management is satisfactory due to the co-ordinator also having to lead the Foundation Stage and being situated away from the main school. Improvement since the previous inspection is satisfactory.

DESIGN AND TECHNOLOGY

94. The timetable for the inspection made it impossible to observe lessons in design and technology. On the basis of the evidence available it is not possible to make a judgement about provision in the subject or the quality of teaching. However, the work seen during the inspection indicates pupils' attainment is in line with national expectations by the end of Year 6 and the subject is secure within the overall school timetable.

MUSIC

95. The provision for music is **very good**. Although only a limited number of lessons was observed a significant number of other musical events and activities was seen during the inspection period and these were taken into account in making the judgement.
96. Music has a very high profile in the school. The subject leader is knowledgeable and enthusiastic, and teaches all age groups. Lessons have a very good pace and pupils work well together. There is good inclusion so everyone has an instrument and is able to compose and perform as they explore patterns and develop a melody and rhythm. Pupils who are learning to play an instrument are encouraged to bring them to class music lessons so they can use them as part of the planned learning and add to the range of instruments used. This really encourages pupils to see their instrument as an active part of their musical education. Learning is carefully explained and the work is suitably challenging; this motivates pupils and they respond with real and obvious enjoyment. There is very good provision for learning musical instruments, with almost half of all junior pupils learning to play one. Specialist teachers employed by the school provide the tuition. The high level of expertise of these teachers is important in the way the pupils develop early skills and confidence. The school band is very well led by a member of the community. This provides strong links to music outside the school. Young instrumental players are encouraged to join the band as soon as they are able to play and follow simple notation. Together they play and perform in a very accomplished manner.
97. The choir adds greatly to the opportunities for pupils to develop their musical education. Again, almost half of the junior pupils sing in the choir. The obviously strong relationship between pupils and teacher ensure that pupils enjoy singing and extend their knowledge and love of music as well as perform to a good standard. Pupils are proud of their membership of the school band or the choir. Singing in the assembly is tuneful and enthusiastic.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- Very good leadership and management ensure that current new schemes of work fully meet statutory requirements.
- Pupils' attitude to their work is very good and teachers have a high level of expertise.
- The school offers a wide range of extra-curricular sporting activities to complement pupils' learning.
- Pupils are not currently aware of the level they are working at or what they need to do to achieve the next level.

Commentary

98. Although only three lessons and an extra-curricular gymnastics session were observed standards are clearly above average throughout the school and pupils achieve very well. From an early age pupils have the ability to use space well and they move with confidence and safety. Pupils have a good understanding of the changes that take place in their bodies as a result of exercise. They understand the process of warming up and the necessity for it. In dance, younger pupils use a variety of movements to simulate the movements of tadpoles, frogs, caterpillars and butterflies. Year 5 pupils have very good orienteering skills and are sufficiently confident to navigate their own routes round a pre-set course outside school using maps. They operate safety procedures very well, pacing themselves and supporting each other where they can. Pupils handle apparatus well in gymnastics and are safety conscious. The majority of them are very flexible but do not yet use the maximum tension to hold their movements steady.
99. Teaching is very good. Although not graded in Years 1 and 2 it is evident that good teaching here has prepared pupils well for the later stages of physical activity. Pupils with special educational needs are well included in all activities and progress as well as others. They are well supported by other pupils. Teachers are very confident and have a knowledgeable understanding of the new scheme of work. Activities are well structured and basic skills are well taught. Insufficient emphasis is placed on pupils knowing what levels they are working at and what they need to do to achieve the next level.
100. Leadership and management of the subject are very good. A knowledgeable co-ordinator ensures that a wide range of activities is on offer to pupils throughout their time in school and these fulfil statutory requirements. Clear guidance is in place and safety procedures are well documented. A good range of extra-curricular sporting activities is well attended. The school encourages links with external clubs to broaden the learning opportunities available to pupils. Considerable success is achieved at school fixtures and area sporting events which are held on a regular basis. Improvement since the previous inspection has been very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. Provision for the development of pupils' personal, social and health education is timetabled for all classes and, although only a small amount of dedicated activity was seen during the inspection, these areas filter through all school activities, are planned for in many lessons and activities and are central to pupils' education. From this sample of activities, the provision for pupils' personal, social and health education is judged to be very good.

Commentary

102. This area is a very significant part of the school's work and a lot of effort is put into developing pupils' personal and social skills. Assemblies play an excellent and important part in this, with classes learning to take responsibility, listening to the thoughts and feelings of others, developing self-confidence and performing, for example when presenting class assemblies or singing or playing musical instruments. Assemblies also afford opportunities for celebration of pupils' achievements and things they have done well, with frequent opportunities for parents to attend. Parents and pupils greatly value these opportunities.

103. With a wide-ranging intake the school feels that it essential to develop pupils' responsibility, independence and self-esteem. To this end the school has clear structures and guidance for a rewards system which values individual effort and achievement, not only in response to lessons, such as in answering questions, but also when pupils help each other and contribute to the school community as a whole. The school ethos is very much centred on the school as a caring, valuing community and it is extremely successful in this.

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

