

INSPECTION REPORT

Newport Community School

Newport, Barnstaple

LEA area: Devon

Unique reference number: 113180

Headteacher: Andrew Cotton

Lead inspector: Hazel Callaghan

Dates of inspection: 4th to 7th October 2004

Inspection number: 267389

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 373

School address: Landkey Road
Newport
Barnstaple
Devon

Postcode: EX32 9BW

Telephone number: 01271 376252
Fax number: 01271 372056

Appropriate authority: Governing body
Name of chair of governors: Theresa Poole

Date of previous inspection: 11th January 1999

CHARACTERISTICS OF THE SCHOOL

Newport Community School is a large primary school situated in the Newport area of Barnstaple. It draws most of its pupils from the immediate area around the school but a few come from further away. There were 373 boys and girls on roll at the time of the inspection and more children are expected to join the reception classes in January. The pupils are predominantly from white British families with a small proportion of pupils from other ethnic backgrounds. Two pupils are given additional support as they are in the early stages of learning English as an additional language. The proportion of pupils eligible for free school meals is below average except in the oldest classes where the proportion is similar to that found nationally. The school has a high proportion of pupils who have been provided with a Statement of Special Educational Need. The school hosts the local education authority funded Autistic Cluster and works with five pupils who have difficulties within the autistic spectrum. In addition to these pupils, the school has a below average proportion of pupils who have been identified as having special educational needs. Their needs range from specific learning difficulties, moderate learning difficulties, speech and language difficulties and a few with emotional and behavioural difficulties. An independent pre-school playgroup is situated in the school grounds. There are close links between the two and most children move on to the main school to complete their Foundation Stage education. Children's attainment on entry to the reception classes is broadly average. However, other pupils move to the school in Key Stage 2 to attend the autistic cluster group and this increases the number of pupils with complex special educational needs in some year groups. The movement of pupils into the school is higher than that found nationally. The school plays a central role in the Devon Primary SCITT. It

was awarded the Gold Artsmark and the Investors in People awards in 2002. There are close links with a school in Italy. Staff and pupils from both schools visit each other annually.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation Stage curriculum, history, geography
9880	Anthony Comer	Lay inspector	
22556	Eifion Morgan	Team inspector	Science, religious education, physical education, music
11227	John Moles	Team inspector	Mathematics, information and communication technology, design and technology
16038	Jill Bavin	Team inspector	English, art and design, personal social health education and citizenship, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Newport Community Primary is a **good** school with many strengths. It provides an effective education for its pupils. The headteacher provides excellent leadership and standards are rising. Pupils achieve well because teaching is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Clear strategies and strong leadership for future improvement are provided by the headteacher.
- Teaching is good overall, and often very good, through the school and this promotes pupils' effective learning.
- There is a strong inclusive ethos that ensures pupils' good achievement.
- Provision for pupils in the Autistic Cluster is very good.
- Pupils' attitudes, behaviour and relationships are very good.
- Strong links with the local community and other schools have a positive impact on pupils' learning.
- The curriculum is enhanced through a focus on the arts and many various additional activities.
- Procedures for the assessment of pupils' attainment and progress are not yet in place for all subjects.
- Co-ordinators provide enthusiastic leadership for their subjects, but some do not have opportunities for effectively monitoring standards or provision.
- The staff do not have a central place in which to relax and discuss informally.

The school has made good improvements. Standards dipped after the previous inspection but have risen once more. The concerns expressed in the previous report have all been effectively addressed. Management procedures and strategies for evaluating and monitoring the work of the school are much improved. There are now effective daily acts of worship that promote pupils' ability to reflect on their own thoughts and beliefs.

STANDARDS ACHIEVED

Achievement is **good** through the school. Standards in work seen and lessons observed are above average when compared with schools nationally in English and mathematics for pupils aged seven and eleven. Pupils achieve well in these subjects. Standards in science are average and most pupils achieve satisfactorily through the school. The potentially higher-attaining pupils in Year 6 are not achieving sufficiently well in science when compared with standards attained in English and mathematics. Standards of pupils aged seven in the 2003 tests in reading were above average and in writing and mathematics they were well above average. This was a significant improvement over the previous two years. The table below shows the standards attained by pupils in Year 6 in 2003. There is no comparative data as yet for tests taken in 2004. Standards in these tests, however, show standards of pupils aged eleven have risen in English and mathematics. The proportion of pupils attaining the higher than expected standard of Level 5 in English and mathematics was greater than is usually seen nationally.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003

English	D	C	D	D
Mathematics	C	D	C	C
Science	B	C	C	C

*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.*

Standards in information and communication technology (ICT) are rising because the school has significantly improved the quality and range of equipment. Pupils achieve well, but this has not had time to have an impact on standards which remain average at the ages of seven and eleven. This is a similar judgement to that made at the previous inspection, but standards have risen in line with national expectations. Standards in religious education by the age of eleven are above those expected in the locally agreed syllabus and have improved since the previous inspection. Pupils' good achievement reflects the ethos of the school as pupils are encouraged to be aware of the values, beliefs and needs of others. Standards in art and design are above average. In some classes there is evidence of very good standards. Pupils throughout the school achieve well in art and design. In history standards and achievement are satisfactory overall. There was insufficient time during the inspection to collect enough evidence on pupils' work to make a secure judgement on standards and provision in geography, design and technology and in physical education.

Provision for pupils' spiritual, moral, social and cultural development is **very good**, overall. Pupils' attitudes and behaviour and personal development are very good. Relationships through the school are very good and this reflects pupils' very good social and moral development. Pupils' spiritual development is good. Attendance is usually above average but has dipped slightly this year and is currently below the national average.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** throughout the school. Teachers have high expectations of pupils' good behaviour and attention so they respond well and make effective progress in lessons. Assessment procedures for English and mathematics are good and provide information on how well pupils are learning. The curriculum for all age groups is good and enriched by a wide range of additional activities that enhance pupils' learning. Children make a good start to their learning in the reception classes. Effective strategies are used to promote the learning of pupils who were not achieving sufficiently well. Assessment of pupils' attainment in English and mathematics is good but there are insufficient mechanisms for assessing pupils' attainment and progress in other subjects. Pastoral care and welfare of pupils are very good. Pupils of all abilities and needs are effectively supported and guided. The provision for pupils in the Autistic Cluster is very good and pupils are fully involved in the life of the school. There are very good links with the community and with other local schools.

LEADERSHIP AND MANAGEMENT

Leadership is **very good** overall. The leadership provided by the headteacher is excellent. He has a clear vision for the future development of the school and is ably supported by the senior management team. Governance is very good. The role of the governing body is much improved. They have a good understanding of the strengths and weaknesses of the school and are fully involved in strategic planning. Management is good. There is an effective structure by which the work of the school is monitored and evaluated by the senior management team. Co-ordinators provide enthusiastic leadership for their subjects, but many do not have the skills or opportunities for effectively monitoring standards or provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. Pupils are very enthusiastic. They enjoy school and say their views are listened to. They feel they have many opportunities to discuss how to make it better.

IMPROVEMENTS NEEDED

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

- raise standards in science so they equal those attained in English and mathematics;
- implement the planned assessment procedures in all subjects;
- further develop the role and professional development of subject co-ordinators so they are able to carry out their management responsibilities effectively;
- provide a private place in which staff can relax as a group and talk informally.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** overall and standards generally **above average**.

Main strengths and weaknesses

- Standards are now rising and are above average in English, mathematics, religious education and art and design.
- Children in the Foundation Stage make a good start to their education and achieve well.
- Pupils achieve well in English, mathematics, ICT, religious education and art and design.
- Higher-attaining pupils are not achieving sufficiently well in science.
- Pupils with special educational needs achieve well over time. Pupils from the cluster group make very good progress in their social and communication skills.

Commentary

1. After a dip in standards following the previous inspection standards are now rising and are above average. This is because the school is well focused on improvement and uses a number of successful strategies to stimulate pupils' learning so their knowledge and skills progress well.
2. Children's attainment when they start school varies but generally is similar to that found nationally. Aspects of children's speech and language development are sometimes below average. Children make generally good progress across all areas of learning to attain the expected standards in the Early Learning Goals by the time they enter Year 1. Many children are already launched into the early stages of reading and writing. Children achieve very well in their personal, social and emotional development. They are confident, concentrate well and show good levels of independence. Children's mathematical skills also develop well so many are working within the National Curriculum levels by the time they enter Year 1.
3. Pupils continue to achieve well in Years 1 to 6. The above average standards of pupils aged seven in reading, writing and mathematics are similar to those observed at the previous inspection. Standards of pupils aged eleven have improved because of the good teaching and learning and are now better than those attained by Year 6 pupils in the tests in 2004. There is no comparative national data as yet for the 2004 tests but broad judgements can be made. In the tests a below average proportion of pupils attained the expected standard of Level 4 in English because of the high proportion of pupils with significant special educational needs. There were, however, a good number of pupils attaining the higher standard of Level 5 in both English and mathematics. Higher-attaining pupils continue to achieve well in English and mathematics this year and there is also a higher proportion of pupils working within Level 4. Consequently standards of the work seen are judged to be above average in both English and mathematics.
4. Average standards in science have been maintained over the last four years. There has not been the same focus on raising standards in science as there has been in English and the same proportion of pupils attaining higher standards has not been achieved. This is partly due to the limited time given to teaching science and partly because insufficient

challenge is given to this group of pupils. Compared with English and mathematics, standards in science are not high enough at the end of Year 6.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.0 (14.2)	15.7 (15.8)
Writing	16.8 (12.7)	14.6 (14.4)
Mathematics	17.5 (16.5)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003-4

Standards in:	School results	National results
English	26.3 (27.3)	26.8 (27.0)
Mathematics	27.0 (26.1)	26.8 (26.7)
Science	29.0 (28.3)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

- Standards in religious education have significantly improved since the previous inspection and are now above average. This is the result of good teaching and pupils' good achievement. Pupils also achieve well in ICT. The range and quality of equipment have significantly improved since the previous inspection, but these improvements are recent and have not had time to have an impact on standards. Pupils attain average standards in ICT at the ages of seven and eleven. This is similar to at the judgement of the previous inspection, but expectations of what pupils are to know and be able to do have risen. Pupils achieve well in art and design to attain above average standards through the school. There are many capable teachers of art and design supported by the considerable skills of the co-ordinator and standards are often well above average. In history, pupils achieve well especially in gaining historical knowledge. Overall, standards are average as their historical skills are similar to those expected. Insufficient pupils' work or lessons were seen in geography, design and technology, physical education and music to make overall judgements on standards or achievement by the end of Year 2 or Year 6.
- Pupils with special educational needs achieve well overall because the school supports them effectively and they are included in school life very well. They benefit from the good teaching shared with their peers and from valuable support from teaching assistants. In individual or small group sessions autistic and dyslexic pupils often make very good progress because of very well structured teaching.
- Pupils for whom English is not their first language achieve well. Their success is clear evidence of the inclusive and caring nature of the school. Teachers know the pupils' particular needs very well and ensure they are given very good support in lessons. Where necessary they are provided with good additional support by a visiting local education authority teaching assistant.

8. The higher-attaining pupils are provided with work that challenges their thinking in whole class lessons and in groups organised by their ability in English and mathematics. Recent analysis of the results of the national tests has led the school to focus on the learning of pupils who are in the middle and lower middle ability range. This group of pupils has been identified as not making sufficient progress and achievement. The degree to which all teachers have developed strategies to engage and support this group of pupils further is impressive. It is still too early to see how effective such strategies are in raising standards, but in the lessons seen achievement was often good.

Pupils’ attitudes, values and other personal qualities

Attendance is **satisfactory**. Punctuality is **good**. Pupils’ attitudes and behaviour are **very good**. Other aspects of pupils’ personal development, including their spiritual, moral, social and cultural development, are **very good** overall

Main strengths and weaknesses

- Pupils are very interested and involved in all aspects of school life.
- They show initiative, take responsibility and have a desire to learn.
- The school promotes very good relationships.
- Pupils’ social and moral development is very good.

Commentary

9. Pupils’ attitudes towards school remain very good. The vast majority of pupils readily participate in the life of the school and the range of activities outside the classroom. Pupils are prepared to take responsibility and show initiative, exemplified by their involvement in the children’s council and the family groups. Relationships throughout the school are very good and the school stimulates in pupils a desire to learn. Pupils who were interviewed expressed very positive views about all aspects of the school.
10. Behaviour is also very good. Pupils move around the school sensibly and have good and trusting relationships with each other and with adults, both at work and at play. There was no evidence of oppressive behaviour. Pupils and parents feel that pupils are caring towards each other and respect each other’s ideas. They work and play together very harmoniously. During the last academic year there was one ‘fixed period’ exclusion.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

<i>Categories used in the Annual School Census</i>	<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
White – British	385	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Provision for pupils’ spiritual, social, moral and cultural development continues to be very good overall. The provision for pupils’ spiritual awareness is good and promoted through the religious education curriculum, art and music. The quality and regularity of assemblies have been improved since the previous inspection. They are well planned and also

contribute to pupils' spiritual development well. The recently revised personal, social and health education curriculum provides very good opportunities for pupils to discuss and reflect on a range of moral and social issues. The range of educational visits and visitors and the wide range of activities outside the classroom also encourage pupils to develop socially and morally, as well as contributing to their achievement and personal development. The provision for pupils' cultural development is good. Pupils are provided with many various opportunities to extend their awareness of different cultures, especially through art and design, music, religious education and geography. The strong link with an Italian school is a good example of how pupils' knowledge and experiences of other cultures are strengthened.

12. Attendance has improved since the previous inspection and is usually above the national average, although at present it is marginally below the level of the previous academic year. The vast majority of pupils enjoy school and attend regularly. The school has good procedures in place to monitor and follow up on pupil absence. Unauthorised absence is rare. Pupils arrive punctually at school. Many are eager to attend and arrive earlier than is required.

Attendance

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data:	4.5	School data:	0.1
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good**. Procedures for assessing pupils' work are **satisfactory** overall.

Main strengths and weaknesses

- Teaching and learning are often very good and this is promoting pupils' good achievement.
- Teaching assistants are knowledgeable and often used well to support individual pupils and groups of pupils.
- Different ability groups are successfully identified and provided with effective challenge.
- Special educational needs teachers have a very good knowledge and understanding of how to meet the needs of autistic and dyslexic pupils.
- Professional development for all teaching staff is very effective.
- Formal procedures for assessing pupils' attainment and achievement are good in English and mathematics but unsatisfactory in many other subjects.

Commentary

13. Teaching and learning are good throughout the school. They are often very good. Particular strengths of the teaching are the stimulating activities provided that challenge

pupils and extend their knowledge and skills. Teachers have high expectations of pupils' good behaviour and attention so pupils have very good attitudes to their work. Relationships are very good and pupils want to do well. Teachers monitor pupils' learning well and respond effectively to their needs. In most lessons the teaching assistants play an important part in promoting pupils' learning. Most are experienced and through effective training have developed expertise and sensitivity in the way they support and encourage pupils of all abilities. Where teaching is less successful, and in the one unsatisfactory lesson seen, it is because what pupils are to learn is not made sufficiently clear in order for progress to be evaluated at the end of the lesson. In some lessons, time given is too short for the task planned and so insufficient learning takes place.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	15 (27%)	29 (53%)	10 (18%)	1 (2%)	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.

14. Teaching in the Foundation Stage is good overall. It is often very good and this leads to children settling well and making a good start to their learning. Teaching staff are ambitious for the children, set high expectations and provide a very good and imaginative curriculum which meets children's needs well. Skilful teaching in many aspects, and in particular in the development of children's personal, emotional and social development, ensures very good achievement as children's self-esteem and confidence soar. Assessments are used directly to plan work at the correct level for all children, including those with special educational needs, so they progress well across all aspects of their learning.

15. There is a highly inclusive ethos through the school and pupils are seen as individuals whose needs are well met. This is particularly evident in the responses of all teaching staff to pupils in the autistic cluster group but it is just as relevant to pupils of all abilities. The higher-attaining pupils are provided with work that challenges their thinking in whole class lessons and in groups organised by their ability in English and mathematics. Recent analysis of the results of the national tests has led the school to focus on the learning of pupils who are in the middle and lower middle ability range. This group of pupils has been identified as not making sufficient progress and achievement. The degree to which all teachers have developed strategies to engage and support this group of pupils further is impressive. It is still too early to see how effective such strategies are in raising standards, but in the lessons seen achievement was often good. The support provided by outside agencies and by the teachers for pupils with English as an additional language is also good so they find success in their learning.

16. In very good individual or small group lessons for autistic and dyslexic pupils, teaching and learning proceed at a rapid pace. In these lessons pupils are willing to work very hard in areas of greatest difficulty because they enjoy very positive relationships with their teachers. The teacher for pupils in the cluster group provides very detailed and helpful individual education plans for autistic pupils. This means that everyone involved, including parents, can see at a glance what the current priorities are for each pupil, the chosen teaching strategies and, most importantly, it is easy to assess when goals have been achieved.

17. Professional development for all teaching staff is very effective. Further professional development is clearly identified and well supported. Training, support and guidance are provided by the senior management team and, in particular, by the headteacher who works alongside teachers to enhance their teaching expertise. This is a strong element of the effective teaching, which consequently has a positive impact on pupils' learning through the school.
18. Clear systems for tracking pupils' attainment and achievement in English and mathematics have enabled the school to highlight aspects of weakness and develop strategies for further improvement. The learning of higher-attaining pupils has improved due to these effective strategies. As previously mentioned, this year the school has also identified lower to middle attaining pupils for particular attention and support. Procedures to assess pupils' attainment in science and ICT have recently been introduced. This is a positive initiative but the data collected at present is too limited to monitor pupils' progress over time. There are no whole school procedures being used at present to assess pupils' learning in other subjects but the staff have recently agreed the systems to be used for most subjects and the procedures are ready for implementation. There have been no agreed procedures developed for religious education and art and design. The quality of teachers' marking is satisfactory. Agreed systems are being used to support pupils' understanding of how they can improve. Targets for improvement are also used in English and mathematics, but these targets are not yet fully effective in moving pupils forward sufficiently quickly.

The curriculum

The curriculum is **good**. **Very good** opportunities are provided for enrichment of the curriculum and the accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good. Provision for pupils in the autistic cluster group is very good.
- Very good relationships have a very positive impact on developing pupils' personal development.
- There is a very good range of activities provided outside the formal curriculum which enhances pupils' learning.
- Very good provision is made for pupils' next stage of education and to ensure equality of opportunity for all.
- There is no designated staff room and this limits informal discussion between staff.

Commentary

19. The curriculum fully meets statutory requirements. There is equality of access and opportunity for all pupils, including those identified by the school as having special educational needs. The school provides a daily act of collective worship of a mainly Christian nature and the religious education curriculum fully meets the requirements of the locally agreed syllabus. This is an improvement since the previous inspection.
20. There are many effective links made between subjects that enhance pupils' understanding. The school has recently prioritised pupils' literacy development and pupils' skills are now well embedded across the curriculum. Pupils' numeracy and ICT skills are being developed satisfactorily within other subjects but they are not as well

established as their literacy skills. Recent curriculum developments have been innovative and based on the philosophy of the government's recent paper on 'Excellence and Enjoyment' in schools and focus on developing the curriculum to best suit pupils' interests and needs.

21. The curriculum for children in the Foundation Stage is good and meets the needs of children well. The curriculum is well planned and enables children to achieve well, particularly in their personal, social and emotional development. Stimulating activities promote children's interest and curiosity. The accommodation is satisfactory overall but the outside area lacks development. It provides a secure space for outside activities but the staff have plans to improve the facilities and opportunities for children's independent learning.
22. The provision for pupils with special educational needs is good overall. The school's commendable willingness to respond flexibly to meet the needs of pupils with special educational needs contributes significantly to the good progress they make. Class teachers work closely and successfully with teaching assistants to ensure that pupils with special educational needs take as full and meaningful a part as possible in most lessons and school activities. There are particular strengths in arrangements for dyslexic and autistic pupils because they receive individual help from teachers with considerable relevant skill, knowledge and expertise. Individual education plans for autistic pupils are very useful documents because they are very clear about what is to be done and how. This means that successes, even in small steps, are measurable and recognised. Individual education plans for other pupils with special educational needs are satisfactory but not better because the usefulness of targets varies. Not all are measurable and so they do not always make identifying pupils' progress a straightforward and helpful process.
23. Pupils' personal, social and health education are well developed through the curriculum and other school activities. The very good relationships evident in the school make a significant contribution to pupils' personal development. Classroom discussions enable pupils to talk about their views and opinions and to converse about moral and social issues. Subject teaching, such as in religious education, extends pupils' perceptions of feelings and their experiences of happiness and sadness. The school prides itself on being a 'healthy school' and this is highlighted in the emphasis placed on healthy eating and the prominent place of physical education in the curriculum. Health education issues, such as relationships, are incorporated into the curriculum. A strong community spirit is evident in the school and the school is active in the community.
24. The school provides very well for the enrichment of pupils' learning through participation in the arts, sport and other activities. A substantial number of pupils of all ages take part in musical activities ranging from recorder teaching and clubs for the very young pupils, to music tuition on a wide range of instruments and to public performances as a choir. Similarly, considerable numbers of pupils participate in the sports activities in after-school clubs and competitive team games. Residential visits also make a substantial contribution to extending pupils' experiences and developing their personal and social skills. Visitors to the school and specific theme days or weeks, such as the arts week, also extend pupils' horizons.
25. The school is well provided with qualified teachers to teach the National Curriculum. The provision of support staff is good and they effectively support pupils with special

educational needs. The accommodation is satisfactory. Classrooms are of sufficient size and the computer suites well placed to serve the older pupils. There is no designated staff room and this limits informal discussion between staff. Facilities for physical education are good and these include the flat field adjacent to the school. Resource allocation to support the teaching is good.

Care, guidance and support

Pupils are **very well** cared for. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school involves pupils in its work and development **very well**

Main strengths and weaknesses

- The 'family group' arrangements are very effective.
- The pastoral care programme is innovative and potentially beneficial.
- Induction and transfer procedures are also very effective.
- Staff do not have a proper staffroom and this has health and safety implications for both staff and pupils as refreshments are prepared in the corridor.
- The school actively seeks, values and acts upon pupils' views.

Commentary

26. The school successfully uses its family groups to enhance pupils' pastoral care. Weekly meetings of these groups throughout the school provide effective opportunities to discuss issues raised by the school council and for general discussion. Pupils in the family group stay with the same teacher as they move up through the school and this provides a secure base on which other relationships are formed. All pupils have very trusting relationships with one or more adults in the school. Adults provide good role models for the pupils. The school's provision for pastoral care is very good and includes the recent appointment of a pastoral co-ordinator who leads this aspect well. Staff know pupils and their families well and cater for their needs very well. The Leaps and Bounds breakfast/after-school facility provided at the school is popular and valued. Policies and procedures for child protection and for promoting the general welfare of pupils are very good and have been maintained since the last inspection.
27. The school accommodation has been effectively developed to provide a safe and stimulating environment for the pupils. There is concern, however, that teachers and non-teaching staff do not have a proper staff room that affords the opportunity to work, rest, think, read or make hot drinks/food in a safe and private environment. This has health and safety implications for both staff and pupils.
28. The support, advice and guidance that pupils receive throughout their time at school are good despite the monitoring and assessment procedures being variable. Support and guidance given to pupils with special educational needs, especially those in the autistic cluster, is good and ensure their effective progress towards their individual targets. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are very good. The children's council, linked very closely with the family groups, provides very effective pupil consultation and opportunities to express their views.

Partnership with parents, other schools and the community

The school's partnership with parents is **good**. Links with the local community are **very good**. Links with other schools and colleges are also **very good**.

Main strengths and weaknesses

- The general information that parents receive is very good.
- The school is regarded as the centre of the local community.
- There are very strong links with the pre-school group and the Park Academic Council.

Commentary

29. Parents who responded to the pre-inspection questionnaire or who attended the parents' meeting have very positive views of what the school provides and achieves.
30. The general information that parents receive, through meetings, newsletters, notice boards, the 'information point' and reports, is very good. Newsletters are regular, informative and celebrate the school's and the pupils' achievements and successes. However, pupil reports only provide a basic minimum of information about children's progress. The school is currently reviewing the assessment and reporting process so that these can be improved. The governors' annual report to parents and the school prospectus are examples of excellent communication.
31. The school makes good efforts to encourage parental involvement in the life of the school and in their children's education. Parents are consulted regularly. There is a supportive parent- teacher association and a committed group of parent governors. The school also plans to improve further the information that parents receive in order to help them support their children's education at home.
32. The school's links with the local community remain very good. Links with other schools and colleges, particularly through the Park Academic Council, are strong and links with the pre-school group and with an Italian school are impressive. These strong links have a significant impact on pupils' learning and awareness. Pupils, parents and staff are involved with a number of local organisations and businesses that regard the school as the 'centre of the community' All of these links provide challenging opportunities for pupils and staff as well as benefits for the whole school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The leadership by the headteacher is **excellent**. Governance is **very good**. The effectiveness of management is **good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and provides very strong and principled leadership.
- The school is highly committed to inclusion.
- The headteacher has developed effective teams that work successfully towards further school improvement.
- Strategic planning is comprehensive and successfully leads to school improvement.

- Governors have a very clear idea of areas where the school is most effective and the priorities for improvement.
- The management role of some co-ordinators has not been sufficiently developed.
- Financial planning is very good.
- The school is highly committed to caring for each pupil so that they feel included in all aspects of school life.

Commentary

33. The personal commitment and vision of the headteacher is a significant strength of the school. Along with the school's very strong ethos which promotes positive attitudes to learning and the strong support of the governing body, it has a considerable impact on raising the achievement of pupils. The lack of a staff room where teachers may hold regular informal discussions about individual pupils' achievement and the development of their role as subject co-ordinators are the only barriers to further improvement and there are well-established plans to overcome these concerns. Leadership and management continue to improve since the previous inspection.
34. The leadership by the headteacher is excellent. He has a very clear vision and outstandingly high aspirations for the school in which he is very well supported by all staff and governors. The school does not have a deputy headteacher but operates an extremely effective senior management team of five teachers. The school improvement plan is comprehensive, clear and identifies areas for development well. It is the result of good self-evaluation. The school has successfully identified aspects for improvement and each subject to be developed is identified as a focus in the plan. The leadership of the Foundation Stage, English and mathematics are good. Other subject co-ordinators have yet to develop their roles and this means that management structures rely heavily on direction by the headteacher and senior management team. For this reason management is judged to be good and not yet very good.
35. Under the strong leadership of the headteacher, all staff are committed to operating an inclusive school in which each child is valued and treated as an individual. The strong inclusive ethos is fully supported by the governing body. It has a considerable positive impact on relationships which in their turn enhance pupils' learning and achievement. Pupils of all capabilities and needs are welcomed and their needs are well met.
36. Management procedures are thorough and well defined. Many procedures are still new but they are already having a positive impact on improving teachers' skills of self-evaluation and promoting effective leadership of subject co-ordinators. Clear systems for tracking pupils' attainment and achievement in English and mathematics have enabled the school to highlight aspects of weakness and develop strategies for further improvement. The learning of higher-attaining pupils has improved due to these effective strategies. This year, the school has also identified lower to middle attaining pupils for particular attention and support in lessons. This is judged to be a successful strategy and these pupils are achieving well in lessons. Management overall is good, but the management role of some co-ordinators has not been sufficiently developed. Co-ordinators are enthusiastic in leading their subjects and have developed satisfactory action plans that highlight areas for improvement and further development. They have not been involved in formal monitoring of standards, teaching and learning and this aspect of their management skills has not been sufficiently developed. The management of the provision for special educational needs through the school is satisfactory overall.

Teaching assistants who work directly with pupils who have special educational needs are effectively managed. The school is not, however, fully reflecting the latest Code of Practice by involving pupils as much as they could in determining their individual targets. The provision for pupils with English as an additional language is well managed so they are effectively supported and achieve well.

37. The governance of the school is very good. The chair of governors is very supportive and the governing body is committed, enthusiastic and hardworking. Governors play a significant part in the development of strategic planning and have a clear view of the strengths and weaknesses of the school. All statutory requirements are met. The financial management of the school is very good. The headteacher works closely on all financial matters with the school administrator and finance committee of the governing body. The governors apply the principles of best value very well and challenge all initiatives closely.
38. The school day runs smoothly and significant to this is the considerable and effective management role undertaken by the school administrator and the school secretary. The headteacher and teachers are truly enabled to concentrate on teaching and are well supported by experienced and enthusiastic teaching assistants. The cleaning staff, whom the school has decided to employ directly, maintain the school buildings to a high standard that makes a visible statement of the ethos of care throughout the school. The school is effective in the education it provides and pupils achieve well through the school. It provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	930,896	Balance from previous year	56,987
Total expenditure	976,966	Balance carried forward to the next	10,917
Expenditure per pupil	2,640		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Children are admitted into the reception classes in September or January. Most have previously attended some pre-school groups, many at the one situated on the school campus. Children's attainment when they start school varies but generally is similar to that found nationally. Aspects of children's speech and language development are sometimes below average. Children settle quickly because of the very effective links with the pre-school group and make a very good start to their education. This year the children have been divided into two small classes rather than one large class as in previous years. The children due to start in January will similarly be divided between the two classes. This will require additional planning for the teachers but is a positive initiative, providing as it does for two similar classes where younger children can learn from their older peers as well as the teaching staff. Teaching and learning are at least good and often very good in all areas of learning. Teaching staff are ambitious for the children, set high expectations and provide a very good and imaginative curriculum which meets children's needs well. Assessments are used directly to plan work at the correct level for all children, including those with special educational needs, so they progress well. The leadership and management of the Foundation Stage are good and have led to effective developments that have maintained and further improved the provision since the previous inspection. The accommodation is good overall, but the outside area needs further development which has been planned. Good quality resources provide children with an exciting place in which to learn.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve very well in this aspect of their development.
- Children's independence and self-organisation skills are well promoted.
- All staff work as a strong team to nurture children's self-esteem and confidence.
- Relationships are very good so children feel valued and secure.

Commentary

40. This area of learning receives a high profile when children start and they achieve very well. They make rapid progress and by the time they start in Year 1 most children have reached the standards expected in the Early Learning Goals. This is due to very good teaching, very good relationships and a well planned and ordered environment in which children quickly settle and feel secure. They consequently make good progress in their learning. Activities are well planned so there are many opportunities for children to organise themselves, choose their own resources and try activities for themselves. Effective interaction with the teaching staff ensures that children are confident and celebration of children's hard work and successes builds their self-esteem and confidence. After only four weeks children are confidently taking messages to the office or to the headteacher and sharing their good work with the teacher and children in the other class. The shy smiles of pleasure and pride as children receive praise and a clap is

delightful to see. Even the shyest child responds very well in this sensitive and caring environment. Behaviour is very good and children show sustained interest and concentration. Because staff are highly skilled in knowing how young children learn effectively, they plan a very good range of activities which lead to children's strong desire to learn. Very well told stories used as part of collective worship and effective opportunities to share ideas lead the children to develop caring attitudes towards each other and respect for each other's ideas and feelings.

Communication, language and literacy

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

Main strengths and weaknesses

- Many stimulating activities are used to promote children's speaking and listening skills.
- Enjoyment of books and stories is fostered well.
- Children's confidence in their own writing is effectively developed so they want to write.

Commentary

41. Children achieve well in this aspect of their learning because of the good teaching they receive. Activities are well planned and effectively linked to the topics being taught so reading and writing tasks are meaningful and enjoyable. Regular interaction with the teaching staff promotes children's language and vocabulary well. Opportunities to communicate clearly and to respond appropriately in different circumstances are used successfully to build children's confidence when speaking in front of a group. In one lesson observed, for example, the teacher 'phoned' the class shop asking for different fruits for her writing group to use. The 'shop keeper' responded appropriately talking into their telephone and then delivered the required goods with pleasure. The purpose of writing and pride in one's own stories are well promoted. Teachers write lists for the class of sharing tasks to be done that day. Focused teaching sessions build effectively on children's early knowledge of letters and sounds and skilled teaching stimulates children's desire to 'write' using marks and letter strings. Lots of praise and encouragement help children over the first faltering steps towards writing. Stories excitingly read develop children's enjoyment of books. The teaching of reading is well structured and children make good progress. Most children can write their name when they start school and a few are already using pictures in books to read the story. By the time children enter Year 1 most have attained the standards expected in the Early Learning Goals and several are well launched into the early stages of reading and writing.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities develop children's mathematical understanding well.
- Activities build effectively on what children know so they achieve well.
- Children's knowledge of number is used in many ways so learning is reinforced.

Commentary

42. Children achieve well in this area of their development because of the good teaching they receive. Many children start school with the ability to count to ten reliably and some up to twenty, but others are unable to recite numbers beyond five. Their mathematical understanding overall is similar to that found nationally. Good teaching helps children to use mathematical language more confidently and develop ideas to solve problems through play. Interesting practical activities effectively develop children's understanding of the value of numbers so they can answer simple questions such as 'Who has the most fruit?' and 'Who is the winner?'. Tasks that require individuals to count for themselves and then for the group to check if they are right is a simple but reliable method by which children's counting and tallying skills are reinforced. Mathematics is a strong part of all learning. Teachers challenge children's knowledge of number and understanding of mathematical language in all sorts of activities, such as part of reading a story or during physical education lessons. The role-play area in one class is a fruit shop which effectively reinforces children's counting skills and awareness of money. Teaching assistants are also skilled at asking questions that help children estimate. Questions such as 'How much paper do you need for your hat?' and 'How long do you need the sticky tape?' extend children's learning well. By the time children enter Year 1 most have attained the standards expected in the Early Learning Goals and several are well launched into the National Curriculum levels.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children's learning is effectively planned so that their curiosity and interest in the world around them are promoted well.
- Children achieve well in developing their ICT skills.

Commentary

43. The curriculum for children in the Foundation Stage is well planned so that all the aspects of children's learning are meaningfully linked and interwoven. These natural connections build effectively on what children already know and further stimulate their interest and curiosity about the world around them. Teaching and learning in this aspect are good and lead to children's good achievement so by the time they enter Year 1 most have attained the expected levels in the Early Learning Goals and many beyond. The topic during the inspection was focusing particularly on fruit and the story of 'Handa's Surprise'. This naturally led children into learning about different fruits, those that are grown in this country and those that come from much warmer countries. A visit to the local greengrocer necessitated a shopping list which the children wrote as well as a thank you letter to the shop keeper for his help. Tasting the many new fruits that were bought developed scientific awareness of their senses as they discussed tastes and smells, which they enjoyed and which they did not. Their delight at the different colours and shapes of seeds was also discussed. Children developed their design and technology skills well by trying to create a hat like Handa's that would hold fruit. Children's skills in using the computer to create their own pictures are developing very well. Skilled support from all the teaching staff is leading to children's very good achievement in manipulating the mouse and in using the different tools to create their designs and labels.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Very good links with the pre-school group situated in the school grounds prepare children well for physical education and dance when they are in the reception classes.
- Good team work by the teaching staff provides effective small group teaching in which pupils achieve well.
- There are no adventurous play opportunities for children to use as part of their free choice activities.
- Easy access to all types of writing materials in play activities stimulates children's desire to write and draw.

Commentary

44. Regular opportunities are made for children in the pre-school groups to come and use the facilities of the main school. They have physical education lessons with one of the reception teachers in the school hall. This prepares them very well for when they formally start school so children in the reception classes follow instructions well and develop a good awareness of the space around them from the very start. They are controlled in their movements and are well aware of each other as they move in a variety of ways around the hall. Children show good levels of balance and have developed a good awareness of their bodies so when they move as a chosen type of animal its characteristics are clearly expressed. The aspect of provision in this area of learning that has not been developed as yet is an outside adventurous play area that could support children's confidence in their own abilities to climb and balance safely. Physical education lessons in the school hall provide satisfactory opportunities to develop children's gymnastics skills but the teachers have plans to improve this provision by creating their own adventurous playground. Children continue to achieve well, however, so by the time they enter Year 1 they have attained most aspects of the expected standards in the Early Learning Goals. Children's control of tools, pencils and brushes is generally similar to that found nationally when they start in the reception class. Easy access in their play to a wide range of writing materials, including the much desired 'GOLD' pens, stimulates children's desire to write letters and draw pictures. Tasks led by one of the teaching staff to develop children's letter and number formation enable most to make satisfactory progress so they achieve the expected standards by the time they enter Year 1.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well because of skilled teaching.
- A good range of activities is used to promote children's creative development.
- Curricular planning is strong and effective links are made across areas of learning.

Commentary

45. Children achieve well in their creative development because of good teaching. One reception teacher is a skilled musician and her talents are used well across both classes to promote children's knowledge and appreciation of music. There are lots of opportunities for children to respond to music, when singing, in dance and enjoying music in lessons. Several children have also joined the school choir after-school club and after only four weeks are confidently taking part with older pupils. The curriculum is well planned and children's creative development is incorporated effectively. Physical education lessons, especially dance activities, promote children's creative response to music and to stories. In the dance lesson observed children developed to a high standard their own dance, creating a wide range of movements to build a story and to portray animals. The teacher skilfully used African drum music to build the atmosphere and linked the dance to the story of 'Handa's Surprise'. Children's awareness of other cultures is developed well through such activities. Children are given good opportunities to express their creative skills in other ways. Pastel drawings of rosy apples and brightly coloured paintings around the walls are testimony to their activities in art. Role play areas, an office in one classroom and the fruit shop in the other, are used well as a stimulus for free play as well as targeted activities to extend children's vocabulary and awareness of different situations. Teachers frequently go into role themselves, further developing children's enjoyment and extending their creative play. By the time children enter Year 1 most children have attained the expected standards in the Early Learning Goals and some have exceeded them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in English throughout the school.
- Teachers have high expectations of pupils and plan successfully to meet their differing needs.
- Teachers successfully inspire pupils with a love of books, reading and writing creatively.
- ICT is not yet used as well as it could be in English lessons.
- The headteacher has a very astute understanding of the subject's strengths and weaknesses.
- Pupils' individual targets are not changed often enough or given sufficient attention.

Commentary

46. Throughout the school pupils of all abilities, including those who have special educational needs and those from the autistic cluster group, are achieving well in English. During the inspection standards for pupils in Year 2 and Year 6 were above average in speaking and listening, reading and writing. This represents good improvement for younger pupils since the previous inspection and sustained strengths in standards for older pupils. However, this comparison masks the dip in standards after the previous inspection and the overall improving picture in the school over the last two years. Standards in the National Curriculum tests taken in 2003 show above average results in reading and high attainment in writing for pupils aged seven. Standards of pupils aged eleven were below average. Pupils with English as an additional language also achieve well. Teachers know the pupils' particular needs very well and ensure they are given very good support in

lessons. Where necessary they are provided with good additional support by a visiting local education authority teaching assistant.

47. Teaching and learning are good because teachers skilfully blend high expectations of pupils' progress with carefully modified work to meet pupils' differing needs. This means that pupils of all attainment levels are enthused by their work and achieve well. During the inspection in one very good lesson a pupil from the cluster group received excellent support in the mainstream class, ensuring remarkable social and verbal gains. Particularly impressive is the action that all teachers have taken to address the recently identified needs of pupils working just below expected levels in speaking, reading and writing. During the inspection these pupils were consistently achieving well in all these areas because of the attention teachers paid to meeting their needs in each part of the literacy lessons. They have achieved very well since the beginning of term.
48. Throughout the school, teachers are highly successful in promoting a love of books and reading. Consequently, pupils at all attainment levels willingly discuss books and authors and enjoy reading a good variety of books. More unusually, teachers also inspire a love of writing creatively. This is because they use imaginative teaching strategies, interesting resources and place a high emphasis upon encouraging pupils to write imaginatively. Very often they draw upon other subjects such as art and history to inspire pupils particularly successfully. For example, pupils wrote sensitive and thoughtful poems inspired by paintings and during the inspection pupils in Year 6 used the Battle of Bosworth very effectively as a basis for journalistic writing. Although improving, ICT is not yet used as well as it could be in English lessons. Where it is utilised successfully, pupils' learning improves. In a lesson observed a teacher successfully used word processing to enable younger pupils to draft ideas for a story and then expand their drafts to a full story. Those pupils who had a high level of ability in English went on to identify and highlight adjectives within the sentences they had written.
49. The subject is led and managed well. The headteacher has a very astute understanding of the strengths and weaknesses in the subject and his incisive leadership has been instrumental in bringing about recent and rapid improvement. He is ably supported by the subject co-ordinator and together they have led the school effectively in ensuring that pupils have good and improved opportunities to voice their ideas regularly. Consequently, quick discussion in pairs or small groups is a regular feature of lessons in many subjects. Pupils then share their ideas with the whole class with a good level of confidence and maturity. The headteacher and co-ordinator recognise that pupils' individual targets for improvement are not updated frequently enough to be as useful as they could be. While assessment in the subject is satisfactory, a higher profile for these targets would improve it further.

Language and literacy across the curriculum

50. Pupils' use of language and literacy skills in other subjects is satisfactory overall. While a significant strength of the English teaching is the link with history and art that enhances pupils' creative writing, links with other subjects are less developed. The use of computers for drafting and re-drafting work is in its infancy because the technology is new to the school. There are too few opportunities for pupils to write in science because of the limited practical work they undertake.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are above average and pupils achieve well.
- Teachers have a good knowledge of the subject, which supports good learning throughout the school.
- The subject is well led and managed with a clear focus on improvement.
- Target setting is not fully part of the marking process.

Commentary

51. Boys and girls achieve well. Standards of work in Year 2 and Year 6 during the inspection were above average. Standards in mathematics had dipped since the previous inspection to below average in both age groups, but have now risen again to above average. This is the result of an effective focus on raising standards. In 2003 in the tests for younger pupils standards rose so that attainment was well above average. In the most recent tests in 2004 standards in Year 6 also improved. The proportion of pupils attaining the higher than expected standard of Level 5 was particularly good. This represents a good improvement in standards, especially for the higher attaining pupils.
52. Teaching and learning throughout the school are good. Teachers have good subject knowledge and use effective methods and strategies to stimulate pupils to achieve well. Relationships are very good and this means that pupils are enthusiastic about the subject. They have very good attitudes towards mathematics and learning is good throughout Years 1 to 4. It is very good in Years 5 and 6. In one lesson observed where teaching and learning were very good, the teacher caught the pupils' imagination with a set of interesting problems, one being to purchase 100 eggs of varying sizes and prices for a precise amount of money. The pupils, working together, successfully used a variety of paper and pencil techniques to work out a permutation that would solve the problem. Frequent probing questioning by the teacher developed good quality mathematical understanding and rapid learning. Well-focused mental oral mathematical calculation forms the backbone of learning in all lessons throughout the school.
53. Achievement is good in Years 1 to 5 and very good in Year 6. Pupils are divided into groups for all mathematical activities and teachers ensure that work is carefully matched to each group's needs and ability. This, reinforced with the successful use of teaching assistant support, ensures pupils achieve well in lessons. Pupils with special educational needs are well supported and achieve well. Pupils with high levels of ability in mathematics are identified and they are provided with challenging tasks and achieve very well. Pupils work well individually, in pairs and in groups, sharing equipment and using computers effectively. They are eager to contribute as well as listen to others.
54. Leadership and management are good. The subject co-ordinator has a good knowledge of the subject. Working closely with the headteacher, she has drawn up a clear action plan for the development of teaching and learning as part of the overall school strategy. It is this clarity of vision by the headteacher and his close successful working with the other teachers in the school that has resulted in the improved standards in the subject. The subject is due to become a focus for further development this term and the role of the co-ordinator is due to expand as a result. A considerable amount of data is now being

collected at regular intervals during the time the pupils are moving from Year 1 through to Year 6. This data is now used well to aid teachers in planning levels of challenge in their lessons that ensure all pupils have the best possible chance to achieve their potential. Individual pupil targets are being drawn up to help pupils understand what they need to do to improve. Marking is positive, often providing support to develop the pupils' learning, but does not comment on the individual pupil's success in working towards their targets. This is an area for continued development.

Mathematics across the curriculum

55. Opportunities to use and develop their mathematical skills in other subjects are satisfactory and developing. Pupils use their mathematical knowledge satisfactorily in science and geography, for example. In Years 5 and 6 pupils make good use of computer programs to support work such as rapid mental calculation or solving money problems using a spreadsheet.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Relationships in the classroom and pupils' attitudes to learning are very good.
- Insufficient emphasis has been given to developing pupils' investigative skills.
- Higher-attaining pupils are not attaining the standards of which they are capable.
- Pupils' learning is enhanced through practical work and older pupils benefit through the very good links with the secondary school.
- Assessment of pupils' attainment is not used sufficiently to underpin the teaching.
- Monitoring procedures are insufficiently rigorous to ensure a progressive curriculum.

Commentary

56. Standards of attainment in both key stages are in line with national averages in 2003, though the number of pupils in Year 6 achieving the higher Level 5 is below that attained in both English and mathematics in 2003 and 2004. Achievement and progress of most pupils, including those identified by the school as having special educational needs, is satisfactory. The potentially higher-attaining pupils, however, are not achieving as well as they could. There is no significant difference between the standards attained by boys and girls. Standards are similar to those at the time of the last inspection.
57. Teaching and learning are satisfactory overall. The teaching and learning observed during the inspection were good and based upon very good relationships and pupils' very good attitudes to learning. Pupils engage in practical activities enthusiastically. They handle equipment sensibly and carefully when engaged in experimental work. They are eager to take part and contribute sensibly to classroom discussions. Teaching assistants make an important contribution to pupils' learning and, in particular, to those pupils identified by the school as having special educational needs. The teaching of science is satisfactorily based on practical activities and the school is well resourced to meet the needs of the curriculum. The good links established with the feeder secondary school make a positive impact on older pupils' learning and pupils' experiences are enhanced by visits and visitors to the school.

58. Analysis of pupils' past work, however, shows satisfactory teaching and learning over the previous year. There are insufficient opportunities for pupils to undertake investigative work and this adversely affects their ability to plan and carry out individual or small group problem-solving activities. Higher-attaining pupils in Year 6 therefore do not have sufficient opportunities to plan their own investigations and so gain the higher levels of knowledge and understanding required to attain above average standards. Pupils use their mathematical skills satisfactorily in science to measure the results of their tests and to record their findings on tables and using graphs. ICT is insufficiently used to support pupils' learning in science. Other factors that reduce pupils' opportunities for good learning are that the time allocated to science on the timetable is less than that recommended. Pupils are not always clear as to the lesson objectives, nor are they sure what they need to do to improve. The marking of pupils' work gives insufficient emphasis to ensure good presentation skills and accuracy.
59. Leadership and management of the subject are satisfactory overall. The inadequate monitoring of the curriculum in the past has resulted in some unnecessary repetition and insufficient emphasis on developing a progressive curriculum, particularly for the development of scientific enquiry skills. Assessment procedures are not sufficiently rigorous to provide a clear view on standards and progress, but new procedures have recently been introduced. There is insufficient analysis of test data to identify weaknesses in pupils' learning clearly. In the school's overall plan improving pupil attainment in science is now seen as a priority. The science co-ordinator has a clear vision for improving the subject and has identified what needs to be done, including addressing the issues identified by the inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good leadership and management by the headteacher and governing body have resulted in very good improvement of resources since the previous inspection.
- Relationships are very good and pupils have very positive attitudes to ICT, which help them to make progress.
- Insufficient use is made of ICT to support learning in other subjects.

Commentary

60. Standards throughout the school are average, but pupils now achieve well in lessons. This is due to improvement in the knowledge and confidence of all staff and the provision of two computer suites for whole class teaching. There is no difference in the achievement of boys and girls. The good achievement of pupils with special educational needs is helped by the provision of suitable software to enable them to make effective progress in class lessons and towards the targets in their individual education plans.
61. The quality of teaching and of learning is good. Teachers have high expectations of pupils and give them responsibility for logging on, saving work and selecting what should be printed. Pupils are given opportunities to access other programs and, under supervision, the Internet, to try out their own ideas once they have been given an initial introduction. It is this high level of trust and the very good relationships that exist in lessons that mean pupils feel they are in control of their learning and so are very

enthusiastic about the subject. Well-directed support and good use of teaching assistants, as part of this support structure, are significant in ensuring a good level of achievement in lessons. Pupils are encouraged to overcome problems they encounter and this greatly increases their confidence and extends their skills.

62. Leadership and management are good. The headteacher and governing body identified ICT as an area for improvement, especially in the quality of resources. In order to achieve this, the leadership and management role is currently undertaken by three subject co-ordinators. This has effectively spread the demands of the role and much has been achieved. The construction and provision of two very high quality information and communication technology suites, each capable of holding a whole class, are recent successes. Resources are now satisfactory. Effective timetabling has ensured that the suites are used for a significant amount of time throughout the week and that all classes have equal opportunity to use them. Effective support has been given to all teachers to improve their confidence. The breadth of the curriculum is satisfactory. Assessment is satisfactory. There is an easy checklist for recording the skills pupils have mastered so that future work can either build on these skills or seek to address problems pupils are experiencing. A good link has been made with a local secondary school which is supporting the school with advice.

Information and communication technology across the curriculum

63. Satisfactory use is now being made of ICT to help pupils' achievements in the core subjects of English and mathematics but limited use is made to support work in other subjects. Insufficient progress has been made in this aspect of pupils' learning because the equipment and resources available until recently were unsatisfactory. With the two new computer suites now available the planning of ICT in other subjects is an area for development. Where teachers were observed to use ICT as a learning tool in lessons, it had a significant impact on the quality of learning and stimulated pupils' very positive attitudes. In one lesson, for example, a teacher made good use of a spreadsheet to enable older pupils to work in all four mathematical operations to solve money problems. Pupils are beginning to make good use of the Internet for research, for example when visiting a range of different websites to find out about the rain forest for a project in geography.

HUMANITIES

Geography

64. The subject is not taught in several year groups during this half term and only two lessons were observed and so no firm judgement can be made about provision in geography. Limited evidence of pupils' work also makes it difficult to assess standards at the end of Years 2 and 6. From a scrutiny of teachers' planning, a discussion with pupils in Year 6 and with the co-ordinator, it can be seen that the curriculum is satisfactorily broad and meets requirements. Pupils are developing a satisfactory range of geographical skills, in mapping for example, and use the locality around the school to develop a satisfactory understanding of land use, environmental issues and awareness of the features of towns both in England and abroad. Their links with a school in Italy, for example, have stimulated a lot of interest and greater knowledge of other cultures. Pupils show an interest in atlases and maps and they enjoy hearing about the lifestyles of people in other countries. Pupils' pride in their work is dissipated, however, as it is rarely compiled into a

special book as is frequently the case for history. There are no formal procedures for assessing pupils' attainment or for monitoring their achievement. Procedures have been developed but not yet introduced. A new scheme of work has been recently introduced that effectively tracks the teaching of pupils' geographical skills as well as setting out topics to be covered. The co-ordinator has not, however, had the opportunity to monitor teaching, learning or standards and consequently her awareness of the provision is limited.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils' knowledge and interest are stimulated well.
- Pupils' skills in the interpretation of history are not sufficiently developed.
- Effective links are made with other subjects.

Commentary

65. Pupils achieve satisfactorily overall and attainment in Year 6 is broadly average. Standards in historical knowledge in Year 6 are, however, often above those expected because pupils' interest in what happened in the past, how people lived and what they did is stimulated well. They gain good levels of knowledge about the past across a broad curriculum and pupils in Year 6 use their knowledge to estimate the chronological order of the historical periods they have learned about. They have a good understanding of how people's lives have been influenced by events and inventions. They compare homes and lifestyles effectively, giving reasons for their ideas. Pupils are developing satisfactory skills of using secondary evidence to help them research for information using books, the Internet, computer simulations and data bases. Pupils in Year 6 find more difficulty in recognising how historical information has been represented and interpreted in the past.
66. Teaching and learning are good. No lessons in Years 1 and 2 were observed but, from a scrutiny of pupils' past work, satisfactory progress has been made across an appropriate range of topics. Teaching and learning in the lessons observed in Years 3 to 6 were good. Teachers' subject knowledge is secure and they use resources well to stimulate pupils' interest. A particularly well presented video, for example, promoted pupils' curiosity, fascination and horror about the lives of ordinary people in Tudor times. In Year 4, an interactive computer program built effectively on the knowledge of Victorian homes gained from a recent visit to a local museum. Pupils of all abilities are well supported. Pupils with special educational needs and those with English as an additional language are enabled to access the information using materials that match their language capabilities. They are given good levels of encouragement and guidance in their work.
67. Pupils' learning in history is enhanced by effective links with other subjects. Art and design are regularly used to develop pupils' knowledge further and enable them to express their ideas. Pupils in Year 6 are developing their skills of design and technology by designing a platform on which one of Henry VIII's wives could be beheaded. Pupils' literacy skills are also used effectively in history. Pupils' note taking as part of research is being satisfactorily developed and historical information is presented through a range of different styles, such as newspaper reports and diaries. Teachers respond well to pupils'

needs in lessons, but no formal assessments are used to determine standards or achievement. Assessment procedures have been planned but not yet implemented.

68. Leadership of the subject is satisfactory. The management of the subject is under-developed. A new scheme of work compiled by the co-ordinator is now to be evaluated to ensure its effectiveness in promoting pupils' knowledge and skills. Opportunities to monitor standards, teaching and learning, however, have not been provided as yet and so the co-ordinator does not have a secure knowledge of the quality of standards or achievement.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have good knowledge and understanding of Christianity and a number of other major world religions.
 - Pupils are developing a good understanding of feelings and belonging and living in a community.
 - Pupils have less understanding of how people's faiths and beliefs affect their daily lives.
69. Standards of attainment are above the expectations of the local agreed syllabus in Year 2 and Year 6. This represents an improvement in Year 2 since the last inspection when standards were in line with expectations. Standards have been maintained in Year 6. Six lessons were observed and pupils' work in both key stages was analysed. This, together with discussions with pupils, indicates that pupils' achievement is good throughout the school.
70. Pupils are gaining a good knowledge and understanding of Christianity and of other major world religions. In discussion, pupils in Year 6 know the significance of the major Christian festivals and are familiar with parables Jesus told. Pupils' insight into the symbolism of stories is developing well. These pupils understand the hidden meaning of some of the parables and how they apply to them in the present day. Pupils of all ages have opportunities to express their feelings, what makes them happy or sad and how we can support one another. They are aware of what makes a community and the parts different people perform in the community.
71. Teaching and learning are good. The very good relationships evident throughout the school are used to good advantage and pupils' ideas are promoted effectively in an atmosphere of respect and understanding. Resources are used well and pupils' sense of reverence for religious artefacts is effectively developed. Good use is made of visits to a local church and pupils have a good understanding of the significance of church artefacts. Pupils' knowledge of the basis of beliefs in other religions is developed effectively, but they have less understanding of how people's faiths and beliefs affect their daily lives. Teachers' ongoing assessment of pupils' work ensures that they respond effectively to their learning needs, especially to those with special educational needs and the few with English as an additional language. Formal assessments to monitor pupils' attainment and achievement have not been developed and so teachers do not have the information that ensures good progress is made by all pupils.

72. Leadership of the subject is good and has led to significant improvements since the previous inspection when the teaching of religious education did not meet the requirements of the locally agreed syllabus. However, there has been little monitoring of the subject and, without information on standards and achievement, the management of the subject is not sufficiently developed. The co-ordinator is also waiting for guidance from the local education authority on the recommended criteria for assessment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only a few lessons were observed and therefore insufficient evidence was gathered to make secure judgements about the overall provision in design and technology, music and physical education. Analysis was made of samples of pupils' past work, teachers' planning was reviewed and discussions held with pupils and co-ordinators.

Design and technology

74. The subject meets statutory requirements and teachers provide a satisfactory range of tasks and learning opportunities so pupils' skills are developed in line with national guidelines. The curriculum is satisfactorily enhanced by visits to a local secondary school that has technology status to make use of computer-aided design facilities that support the ICT curriculum, as well as broadening the design and technology curriculum. The subject is led well by a knowledgeable co-ordinator who has had little opportunity to develop her management role or to put in place assessment procedures because the subject has not been a focus of school development.

Music

75. The standard of singing heard in assemblies was of good quality. Pupils sing tunefully, with a good awareness of breathing and diction. Older pupils sang in harmonies confidently and with good tone. The quality of teaching and learning observed in the two lessons in Years 3 and 4 was at least satisfactory and one was good. Pupils respond enthusiastically to their tasks. It is evident that the good expertise of the music co-ordinator and other staff is used well and makes a significant contribution to pupils' musical experiences. Pupils spoke of their interest in music and in performing both in school and in a wide variety of out-of-school activities, such as concerts and other performances. Pupils have very good opportunities to play musical instruments, from recorders for even the youngest pupils to a range of instruments. A notable feature is the large number of pupils who participate in the extra-curricular musical activities provided by the school, such as the popular choir and recorder sessions. A good number of pupils are provided with individual and small group instrumental tuition. Overall, the promotion of pupils' musical creativity is a very positive feature and makes a good contribution to pupils' awareness of the arts and to their personal development.

Physical education

76. From discussions with the former and current co-ordinators and with pupils, it is obvious that the subject is prominent in the school's curriculum. It is evident that all aspects of the subject, including outdoor and adventurous activities, are part of pupils' experiences. Pupils also benefit from a good range of after-school clubs. Pupils in Year 6 use the local leisure centre for swimming and gymnastics which pupils said they find challenging. The school reports that practically all pupils learn to swim and many are proficient swimmers by the time they leave the school. Significant improvements have been made to the provision for games, including the development of the outside facilities. Pupils also benefit from the good resources available for physical education. The co-ordinator is enthusiastic in his leadership of the subject, but he has not been involved in monitoring the quality of teaching, pupils' learning or standards. As there are no formal assessments yet, it is difficult to monitor achievement and ensure the education provided is truly effective.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils achieve well because teachers have high expectations of them.
- The subject is led very well with considerable passion and expertise.
- Art makes a huge contribution to enriching the curriculum and learning environment.
- Systematic assessment procedures are not in place to ensure pupils continue to make good progress.

Commentary

77. Pupils achieve consistently well in this subject throughout the school and improvement since the previous inspection is good. The good teaching, standards and achievement are largely attributable to the considerable expertise and infectious enthusiasm of the art co-ordinator. Her influence has raised teachers' expectations of pupils as well as their confidence with the subject and standards are consequently above average. In some classes the work produced is well above average. The subject makes a significant contribution to pupils' personal and cultural development.

78. Leadership and management of the subject are good. For the first time last summer, under the creative leadership of the co-ordinator, the entire school benefited from an extraordinarily ambitious and successful arts week. During this week, art work was combined advantageously with music, literature, drama and technology to provide an exciting programme of linked events around a central theme of 'Earth, Water, Fire and Air' As a result of particularly detailed and knowledgeable planning, those art activities at risk of having less emphasis during the year, such as three-dimensional work and sculpture, were also neatly interwoven. The co-ordinator's expertise means that she has a clear view of standards of work in the school. However, in spite of much debate and consideration, there is no system in place to help individual teachers to assess pupils and ensure their continued progression. The co-ordinator provides support and guidance for colleagues but there has been little direct monitoring of teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health and emotional development is **good**.

Main strengths and weaknesses

- This element of pupils' development is successfully promoted because it permeates every aspect of school life.
- Timetabled slots for the subject are too short for effective teaching and learning.

Commentary

79. The school is very successful in placing a strong emphasis upon pupils' personal, moral and social development. Pupils have very good opportunities to learn about playing an active role as members of a society through such activities as the children's council, in the family group meetings and as 'reading buddies'. As a result, pupils rapidly develop their confidence and are very well prepared for future responsibilities. They demonstrate this by their mature approach to all that school offers and their outstanding level of interest in all its activities.
80. Pupils' good learning is a direct result more of the strong school ethos and role models of staff than of direct teaching of the subject. The programme of specific personal, social, health and emotional education and citizenship work had been in place for only four weeks at the time of the inspection. While this programme of work looks good, it is too early to judge its effectiveness. Nevertheless, inspectors agree with those teachers who have already realised that the timetabled slots are too short for good quality discussion. When lessons are good, teachers have informally adapted the lesson by allowing it to 'overrun'. The lack of allocated time risks undermining the value of the planned curriculum. The leadership and management of the subject are satisfactory overall. Although the co-ordinator has worked very hard to make a good start to formalising the provision, there is no assessment in place and there has been no time for her to monitor the subject formally.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
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	3
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	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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).