

# INSPECTION REPORT

## **PARKFIELD PRIMARY SCHOOL**

Taunton

LEA area: Somerset

Unique reference number: 123714

Headteacher: Mr W E Sides

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> November 2004

Inspection number: 267472

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	414
School address:	Parkfield Road Taunton Somerset
Postcode:	TA1 4RT
Telephone number:	01823 282125
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Summerill
Date of previous inspection:	8 <sup>th</sup> – 11 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

Parkfield Primary School is a large school with 414 pupils on roll. The school has a good reputation and is very popular with many parents. It is situated in a residential area of Taunton but the vast majority of pupils come from out of catchment area. Attainment on entry to the reception class is average and nearly all children have experienced pre-school education. The school has a very small minority of pupils with English as an additional language. These pupils are of Cantonese and Portuguese origin and are at the early stages of acquiring English. The percentage of pupils eligible for free school meals, 3.6 per cent, is below the national average. The percentage of pupils identified as having special educational needs, 2.7 per cent, is well below the national average. The percentage of pupils with Statements of Special Educational Need, 0.5 per cent, is below the national average. The nature and range of special educational needs are largely connected with social, emotional and behavioural problems and learning difficulties. The school is at present involved in the Leadership Development Strategy in Primary Schools. French is taught on a weekly basis to pupils in the junior class.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Science Music Provision for pupils with English as an additional language
31718	D Shields	Lay inspector	
4099	R Braithwaite	Team inspector	Modern foreign languages Mathematics Information and communication technology Design and technology Physical education
18498	D Morris	Team inspector	Areas of learning for children in the Foundation Stage Art and design Religious education
11642	C Parkinson	Team inspector	English Geography History Provision for pupils with special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Parkfield School is a very good school with excellent features. It provides a very good quality of education for all of its pupils. Standards are very high in English, mathematics, science and information and communication technology (ICT) by the end of Year 6. The leadership and management of the headteacher are excellent. Governance is very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- By the end of Year 6 standards are very high in English, mathematics, science and ICT.
- The quality of teaching and learning are very good due to excellent systems of self-evaluation and monitoring of teaching and learning, excellent use of homework and excellent relationships.
- Pupils have very good attitudes to learning, behave very well and have very good skills of independent learning as the school stimulates in them a desire to learn. Attendance is well above the national average.
- The leadership and management of the headteacher are excellent. He is an exemplary role model for his staff and pupils.
- Provision for pupils with special educational needs and English as an additional language is very good and these pupils make very good progress.
- Children in the Foundation Stage and Year 1 are not achieving well enough in writing and spelling due to weaknesses in the use of assessment.
- The curriculum is very good. It is very well planned and enriched by an excellent range of extra-curricular activities, visits and visitors.
- Whilst accommodation and resources are satisfactory overall, several classrooms are very cramped. Outdoor accommodation for children in the Foundation Stage is unsatisfactory and resources are well worn and need replacing.
- Partnership with parents is very good and parents are seen as true partners in their children's learning.

Improvement since the last inspection of 1999 has been very good. All key issues have been addressed due to excellent systems of self-evaluation and the excellent monitoring of teaching and learning. Standards have risen, especially in writing in the juniors, and the quality of teaching and learning are now very good overall.

## STANDARDS ACHIEVED

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

**Pupils' achievements are very good overall.** Standards are well above average in English, mathematics, science and ICT by the end of Year 6. Pupils' achievements are better in mathematics and science than those defined by the average grades identified with similar schools. Inspection findings show that this is reflected by the 2004 national test results. Attainment on entry to reception is average overall. By the end of the Foundation Stage, children exceed the expected standards and achieve well in mathematical development, knowledge and understanding of the world, physical development and personal, social and emotional development. In communication, language and literacy and creative development they attain the expected standards and their achievements are satisfactory. In other areas standards are average but standards in writing and spelling are not as good as they could be. Overall, in Years 1 and 2, pupils' achievements are good, but progress accelerates in Year 2 due to very good teaching. In Year 1, pupils are not making fast enough gains in learning in writing and spelling. By the end of Year 2 standards are above average in speaking and listening, reading and writing but are average in spelling. They are well above average in mathematics, science and art and design and are above average in ICT, history and music. In religious education, pupils exceed the expectations of the locally agreed syllabus. No judgements were made on standards in geography, design and technology and physical education in Year 2. Inspection findings show that, by the end of Year 6, standards are well above those expected of eleven year olds in English, mathematics, science, ICT, history and art and design. In music, design and technology and religious education, standards are above those expected. Overall pupils' achievements are very good. **Provision for pupils' spiritual, moral, social and cultural development is very good and this has a positive effect on pupils' personal development.** Pupils are very confident and articulate and can hold their own in any situation.

## **QUALITY OF EDUCATION**

**The overall quality of education is very good. Teaching and learning are very good overall, with examples of excellent teaching seen in Year 2 and in the juniors.** Teachers' planning is meticulous and the very good learning opportunities offered are enhanced by excellent extra-curricular activities and excellent use of homework. Pupils learn best in Year 2 and in the juniors. The teaching of pupils with special educational needs and English as an additional language is very good and these pupils learn at a very fast rate. Support staff make a very valid contribution to pupils' learning. The curriculum is very good. It is broad, balanced and opportunities for literacy, numeracy and ICT are very well integrated to support learning. The care, welfare and health and safety of pupils are good. Relationships are excellent. Guidance and support are very good and pupils know what is required of them due to very good target setting. Partnership with parents is very good and they are seen as true partners in their children's learning. Links with other schools and the community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are excellent overall.** The leadership of the headteacher is excellent. He is an inspirational leader who puts his heart and soul into everything he does. The leadership and management of key staff are very good. They support the headteacher very well. Governance is very good and governors challenge the school very well. Statutory requirements are met, apart from a few omissions in the governing body's annual report to parents.

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

Parents are generally very pleased with the school and are delighted with the standards their children attain. Pupils are very happy at the school. They love their headteacher and respect him enormously. They are passionate about learning.

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing and spelling in reception and Year 1 and improve the use of assessment in year groups;
- as and when funds allow, improve the outdoor accommodation for children in the Foundation Stage and the accommodation of the smallest classrooms and purchase new and attractive resources;

and, to meet statutory requirements:

- ensure that the governors' annual report to parents includes all requirements, especially the provision for special educational needs and disability access.



# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Standards are high and pupils' achievements overall are **very good**. In the juniors especially, all groups of pupils achieve very well in relation to their prior performance by the time they leave school and they are very well prepared to cope with learning at secondary school.

#### Main strengths and weaknesses

- Standards in English, mathematics, science and ICT are well above average and pupils' achievements are very good in the juniors.
- Pupils with special educational needs and English as an additional language achieve very well due to the very good use of assessment to move them on in their learning.
- Pupils' progress is better in some subjects in the juniors than in the infants, with the exception of Year 2 where pupils' progress is very good.
- Pupils' achievement in writing and spelling could be better in the reception classes and in Year 1.
- Pupils use their literacy, numeracy and ICT skills very well in most subjects.
- Pupils' performance in the choir and orchestra is very good.
- Pupils achieve very well in developing their skills of citizenship.

#### Commentary

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

Standards in:	School results	National results
reading	18.1 (16.7)	15.8 (15.7)
writing	16.1 (15.0)	14.6 (14.6)
mathematics	19.1 (18.2)	16.2 (16.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	30.9 (29.8)	26.9 (26.8)
mathematics	28.9 (29.6)	27.0 (26.8)
science	30.2 (30.6)	28.6 (28.6)

*There were 61 pupils in the year group. Figures in brackets are for the previous year.*

1. The 2004 national test results show that standards are very high in comparison with all schools nationally. By the end of Year 2 standards in reading and writing were well above average and in mathematics pupils attained standards which were in the top five per cent nationally. In comparison with similar schools by the end of Year 2,

standards in reading were well above average, in writing they were above average and in mathematics pupils attained standards that were in the top five per cent nationally. In Year 6, standards were in the top five per cent nationally in English and were average in mathematics and science in comparison with similar schools and, in comparison with all schools, standards were well above average in mathematics and science and were in the top five per cent nationally in English. In Year 2, the percentage of pupils attaining the higher levels was well above average in reading and mathematics and was above average in writing. In science the percentage of pupils reaching average standards was in line with national average. In the infants, girls did slightly better than boys in writing but the trend in the school's average National Curriculum points for all core subjects was above the national trend.

2. In Year 6, the percentage of pupils attaining the higher levels was well above the national average in English and was above average in mathematics and science. There were no significant gender differences in standards attained by pupils in the juniors. The trend in the school's National Curriculum points for all core subjects was above the national trend and the school has consistently met its targets in literacy and numeracy.
3. The school has worked very hard at raising standards through very rigorous monitoring of pupils' progress. Once weaknesses have been identified they are very quickly rectified as evidenced by the improvement made in experimental and investigative science throughout the school which are now well above average. Excellent systems of self-evaluation identified that standards needed improving in writing, problem solving and experimental and investigative science and, due to the excellent monitoring of teaching and learning and very good implementation of performance management, staff raised standards quickly and effectively. The school is committed to raising standards and continuously strives for improvement. Any aspects of underachievement are very quickly picked up and rectified. For example, the science co-ordinator identified standards in experimental and investigative science as an area for development. All staff focused on raising standards through the very good use of mind maps and standards are now well above average by the end of Years 2 and 6. By the time pupils leave school in Year 6, they achieve very well overall in relation to their capabilities and they make very good progress in relation to their attainment on entry to the school.
4. Inspection findings show that attainment on entry to the reception class is broadly average but in communication, language and literacy and personal, social and emotional development nearly two thirds of the children have underdeveloped skills, In these areas of learning, standards are below those expected nationally. Overall, children achieve well in the Foundation Stage but the teaching of communication, language and literacy and creative development, whilst satisfactory, is not as strong as that of other areas of learning and, as a result, children only make satisfactory progress especially in developing early writing and spelling skills and their skills of imagination and creative play. Overall, children attain the expected standards in creative development, communication, language and literacy. Their achievements are satisfactory but they do not attain the expected standards in the writing strand because too few opportunities are provided for them to record their work formally. In personal, social and emotional development, mathematical development, knowledge

and understanding of the world and physical development, children achieve well, make good progress and exceed the expected standards.

5. Good achievement overall continues throughout Years 1 and 2, with the exception of writing and learning of sounds in Year 1 where pupils' achievements are only satisfactory because data from assessment is not sufficiently well used to plan appropriate writing tasks and there is a lack of continuity in implementing the phonics scheme. At present, the reception class uses a different phonics scheme to Year 1 and, as a result, pupils repeat what they have already learnt. The school is already aware of this issue and plans are in place to rectify it. The best rates of progress are in Year 2 where several examples of very good and excellent teaching were seen which impacted positively on pupils' learning. By the end of Year 2, standards in speaking and listening, reading and writing are above average and all groups of pupils achieve well.
6. Inspection findings show that by the end of Years 2 and 6 pupils' standards are well above average in mathematics and science and pupils' achievements are very good, especially in number work and experimental and investigative science. In Year 2, standards in speaking and listening and reading are above average, in writing standards are average but are improving. Pupils' achievements are good overall in the infants. In Year 6, standards are well above average in speaking and listening, reading and writing. Pupils' achievements are very good. Very good opportunities are provided for pupils to use their speaking and listening, reading and writing skills in all subjects. At all times pupils are asked to verbalise their thinking and this contributes very positively to their learning.
7. In ICT pupils exceed the expectations of seven year olds and achieve well. Their achievements are also good in history. In art and design their achievements are very good and pupils exceed the national expectations for seven year olds. In religious education, pupils exceed the expectations of the locally agreed syllabus and their achievements are good. No judgements are made on standards in design and technology, geography and physical education as insufficient lessons were seen. In music pupils who play the recorder achieve well and standards in singing and performance are very high.
8. By the end of Year 6, the tempo of learning picks up even more and, throughout the juniors, pupils make very good progress and achieve very well in relation to their prior attainment due to very good use of assessment, setting for some subjects to suit the learning needs of all pupils, the use of staff's subject expertise across year groups to teach to their strengths and creative use of the timetables in order to study subjects in sufficient depth to ensure rapid learning. As a result, standards in speaking and listening, reading and writing, mathematics, science, ICT, history and art and design are well above those expected of eleven year olds and pupils' achievements are very good due to the depth of understanding of subject matter. Design and technology, music and physical education were sampled and standards in these subjects exceed national expectations, with all groups of pupils achieving very well in the lessons seen. The orchestra and choir make a significant contribution to school life and many pupils who participate in these activities attain very high standards in performance and are a credit to the school. In physical education, the very wide range of sports clubs contribute very positively to pupils' self-confidence, team playing skills and their

skills of co-operation. Pupils throughout the school are well co-ordinated and confident in physical education. No judgements were made on standards in geography. Pupils achieve very well in citizenship. They are aware of many global issues and the problems facing society such as hunger, famine and natural disasters.

9. Pupils with special educational needs and English as an additional language achieve very well and the vast majority of them attain at least average standards. Pupils with Statements of Special Educational Need also achieve very well. This is because pupils are identified early and very good provision is made for them. The special educational needs co-ordinator monitors their progress very well, support staff are very clear as to the type of intervention they need to provide, recommendations offered by support services are readily followed up and teachers plan work that is appropriate for their needs. For example, staff have produced bilingual glossaries for some of the pupils of Portuguese origin which focus on key words; this enables them to quickly understand the key learning objectives.
10. Improvement since the last inspection has been very good. High standards in English and mathematics have been maintained and standards in writing, science and ICT have improved. The progress of pupils with special educational needs is now very good as opposed to being good as identified in the previous report. Standards have also risen in history, music and art and design and are well above average with pupils' achievements being very good. In design and technology, standards are above average and pupils' achievements are good. The improvement in standards has been continuous since the previous inspection of 1999 and all staff have worked exceptionally hard at raising standards, especially by planning learning opportunities meticulously to match the needs and interest levels of all pupils.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' behaviour and their attitudes to school are **very good**. Pupils' attendance and punctuality are **very good**. Pupils' personal qualities are very well developed through very good provision for spiritual, moral, social and cultural development.

## **Main strengths and weaknesses**

- The school provides very good opportunities for pupils' spiritual, moral, social and cultural development.
- All pupils, what ever their ability or background, show an excellent desire to learn.
- Relationships between adults and pupils are very good.
- Pupils are developing into mature and confident young citizens who behave very well and have very good attitudes to learning.
- The development of the 'whole child' is given a very high priority by the school.

## **Commentary**

11. Unanimously pupils say they are very proud of their school. When asked to provide a word they felt described their school for them, older pupils suggested 'brilliant', 'fantastic', 'perfect', 'fun' and 'educational'. During discussions pupils confidently express the view that bullying is rare. If it does happen they tell an adult whom they confirm will help them. Discussions with pupils also indicate that they have a very good understanding of both racism and sexism. Pupils with special educational needs and those who have English as an additional language equally enjoy and are involved in all aspects of school life.
12. Lessons and other school activities are very happy, busy and productive. This is because all pupils really enjoy the experience of learning, they try very hard and are attentive and this has a positive impact on how well they achieve in lessons. They co-operate with each other and work very well in small groups and pairs. This is particularly noticeable in science and ICT lessons. They are confident to express their own viewpoint, even when the majority of their friends disagree. This is especially evident amongst the oldest pupils who are learning extremely well how to think for themselves. This makes a significant contribution to their growing confidence and independence. Pupils overwhelmingly confirm that lessons are interesting and fun and that they are trusted to do things on their own. They relish opportunities given to them to accept responsibility such as looking after the youngest children in reception. Pupils with special educational needs have very good attitudes to learning. They work confidently and are clear about what they have to do to succeed. They are polite, keen to work and take a full part in the life of the school.
13. Pupils are able to get on with their work because they behave very well. The very good behaviour and interest in lessons demonstrated by the oldest pupils is often exemplary. One reason for this is that all adults have a consistent approach to behaviour management. The other is the extremely high priority that the school gives to pupils' social development. There are clear but fair rules that pupils say they understand. Any occasional incidents of misbehaviour are dealt with very discreetly and this ensures that lessons are not interrupted. Where occasionally a very small minority of pupils have difficulty controlling their behaviour, they receive very good support from the other adults who work in the school. As a result they are able to continue with their lessons. Pupils are developing into mature and confident young citizens who behave very well and have very good attitudes to learning.
14. Pupils are encouraged to respond to and value the views of others. Through the school's very good curriculum, for instance in subjects such as music, art and design, religious education and literacy, pupils' spiritual development is fostered very well.

Daily assemblies have a very good social and moral content, but equally opportunities are provided for pupils to reflect on how these themes might apply to their own lives. Pupils are valued and treated with respect and as a result they are very polite, courteous and friendly towards visitors and to other adults who work in the school. They learn to appreciate the need to care for the environment and are proud of the 'secret garden'. Here they enjoy quiet time, an outdoor theatre and classroom and the school encourages them to think through any particular problems they might be experiencing. This has a very positive effect on their emotional literacy. As they move through the school, pupils become confident about themselves and life outside the school. The school prepares pupils very well for life in a multi-ethnic society and very effectively raises their awareness of cultural diversity. A wide range of different cultures and traditions is regularly experienced and celebrated, for instance through theme days such as the recent one focusing on Peru. Pupils also speak enthusiastically about their French lessons and the annual residential visit to France which contributes very well to their emerging skills of citizenship as they learn about people who gave up their lives fighting for democracy.

15. Arrangements to monitor and promote attendance are very good. Attendance is higher now than at the time of the previous inspection and is well above that found in most schools. Almost all pupils arrive at school on time. There have been no exclusions in the past three years.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.0
National data:	5.1	National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Teaching and learning are **very good** overall with examples of excellent practice and the school provides a **very good** curriculum which is enriched with an excellent range of extra-curricular activities. Assessment procedures are **good** overall and very good in English, mathematics and science. There is **good** care, guidance and support for all pupils, links with parents are **very good** and links with other schools and the community are **good**.

## TEACHING AND LEARNING

Teaching and learning are **very good** overall with examples of excellent practice seen in Years 2, 3, 5 and 6. The best learning takes place in these year groups. The quality of assessments is **good** overall and they are well used to plan the next steps of pupils' learning.

## Main strengths and weaknesses

- Very good opportunities are provided for pupils to develop their speaking and listening skills.
- Teachers are all very hard working as evidenced by the very good planning that they undertake in all subjects.
- Teachers have very good subject knowledge, especially in the juniors, and make excellent use of homework to support learning.
- Teaching in the Foundation Stage and Year 1, whilst good overall, is not as rigorous as that seen in the rest of the school, especially in the teaching of writing and spelling and the use of assessment.
- Assessment procedures are good overall and are very good in English, mathematics and science.
- Basic skills of literacy, numeracy and ICT are taught very well.

## Commentary

### *Summary of teaching observed during the inspection in 58 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (12 %)	27 (47 %)	22 (38 %)	2 (3 %)	0	0	0

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

16. The quality of teaching is very good overall throughout the school and this enables pupils to achieve very well. Teaching is better in Year 2 and in the juniors than it is in the Foundation Stage and Year 1 because in these classes there is a weakness in the use of assessment to inform planning and in the rigorous teaching of writing and spelling and this slows learning down. Pupils learn very well because they are fully included in all lessons and teachers know how to pitch the tasks they set at the right level for the pupils. This removes any anxiety or frustration and, as a result, learning is generally highly effective.
17. Nearly 59 per cent of teaching is very good or better, including 12 per cent of teaching that is excellent, 38 per cent of teaching is good and 3 per cent of teaching is satisfactory.
18. Staff are very skilled at planning tasks that meet specific needs of pupils. The teaching and learning of pupils with special educational needs and English as an additional language are very good because their individual needs are understood very well and teachers plan suitable work for them that is pitched at the right level. They are provided with very good support by teachers, teaching assistants and outside agencies. The quality of questioning and involvement of these pupils in all activities is very good throughout the school. Teachers are kept very well informed and liaise closely with the co-ordinator for special educational needs. Learning support assistants have clear directives, work at a good pace and enable pupils to make very good progress in individual work.
19. The teaching of children in the Foundation Stage is good overall, but there are times when valuable opportunities are missed for pupils who are higher attainers to record their observations, practise their letter formation and simple spelling. Too few opportunities are provided for them to develop their creative skills and learn using

their senses. Teachers work hard to develop very positive relationships with pupils and their families and it has a positive impact on the children's confidence and their learning. However, higher attainers would benefit more from learning if more formal opportunities were provided for them to record what they have learned as a minority of them get bored with play and are ready for more formal education. In Year 1, teachers are just getting to grips with pupils' different ability levels and are not yet fully using the wide range of assessment data to match tasks to pupils' needs. This slows down the rates of progress in lessons. Throughout the school, very good opportunities are provided for pupils to develop their speaking and listening skills. In a good science lesson in Year 1, pupils made good progress because the class teacher explained the reasoning behind why some materials are translucent and some are transparent. Very good use is made of literacy, numeracy and ICT in almost all lessons to support learning. For example, in history, pupils use their skills of numeracy very well to understand time lines and develop their skills of chronology. In science in Year 2, pupils are using different types of writing devices to set up their experiments such as the use of bullet points and, in Year 6, ICT and numeracy skills were used exceptionally well to help pupils understand how to use and read a Newton meter.

20. In the excellent lessons observed in Year 6 science, mathematics and literacy, Years 3 and 5 literacy and Year 2 art and design, teachers exuded a passion for their teaching which made learning infectious and excellent gains in learning were made over a very short period of time. Teachers used ICT very well to support their explanation, they consistently checked pupils' understanding of new knowledge, modelled accurately what they expected of their pupils and did not restrict themselves to expectations defined in national guidelines but 'aimed for the stars', bringing in aspects of knowledge that would make learning meaningful. The consistently high expectations held by most teachers of ensuring that pupils are stretched to their full potential, coupled with the excellent use of homework, are contributory factors to the very high standards that these pupils attain. In most lessons, there is a very brisk pace to the learning and not a moment is wasted. Time is used very effectively and this enables the pupils to concentrate and achieve very well. A quiet, calm, purposeful atmosphere prevails which is very conducive to learning. Relationships throughout the school are very good and the school is a true learning community. The staff room buzzes with conversations about latest teaching methods, new reports on subjects found on the web and best practice identified in various subjects. This fires up teachers' enthusiasm to try new methods and has a positive effect on learning. The excellent monitoring of teaching and learning is a contributory factor to staff's ease and confidence in teaching. Teachers adopt a very good range of teaching styles that engage pupils very well. They push for detailed explanations and consistently challenge their pupils into developing their thinking. They place an enormous amount of emphasis on developing pupils' speaking and listening skills such as using talking partners, group discussion and drama conventions and this has a very positive effect on pupils' self-esteem, confidence and speaking and listening skills.
21. Teachers teach English, mathematics, science and ICT very well because of their very good knowledge of teaching basic skills and this has a very positive effect on learning demonstrated by the ease and confidence with which pupils read, write, problem solve and use ICT. Underpinning all teaching is the very good emphasis on key vocabulary used in all lessons which enables pupils to participate fully in learning.



22. Assessment procedures are good overall. They are very good in English, mathematics and science. In ICT and other subjects assessments are good and are used well to establish the levels and understanding and skills in many subjects. Assessment data is used very well to set targets for every pupil and each individual is able to talk about his or her individual targets and the progress being made towards them. Marking is regular and informative and, as a result, pupils know what they need to do in order to improve. The use of assessment in English, mathematics and science is particularly very good and is a contributory factor to the high standards pupils attain.
23. Improvement since the last inspection has been very good with more examples of very good and excellent teaching seen and is attributable to the excellent systems for monitoring teaching and learning by the headteacher and senior staff. Teaching has improved because the headteacher has ensured that staff who monitor teaching alongside him are well trained in understanding what it is in teaching that impacts on learning.

## THE CURRICULUM

Provision for the curriculum is **very good**. Opportunities for enrichment of the curriculum are **excellent**. The accommodation and resources for learning are **satisfactory**.

### Main strengths and weaknesses

- The curriculum is very well planned and organised and leads to many exciting and progressive opportunities for pupils.
- Provision is very good in English, mathematics and science and is also very good in ICT, art and design and history.
- The curriculum for English, mathematics, science, ICT, art and design and history is very good.
- Links between the core subjects of English and mathematics and also ICT are very good and result in very good development of key skills.
- Enrichment of the curriculum is excellent and is a major strength of the provision.
- Pupils' personal development is very good.
- There are some weaknesses in the satisfactory accommodation and in curriculum planning for the Foundation Stage.

### Commentary

24. The curriculum is very good for pupils between Years 1 to 6. It broad, balanced and relevant to the needs and abilities of all pupils. It prepares pupils very well for their next steps of education and meets all statutory requirements. It is very well planned and organised and ensures that pupils build on previously acquired skills as they move up the school. The very good curriculum is a contributory factor to the very high standards that these pupils attain. The curriculum for the Foundation Stage is satisfactory but there is a lack of opportunities for pupils to develop their writing skills and opportunities for creative development, whilst satisfactory overall, could be better.

25. Links across and between subjects are very good. They are very strong in English, mathematics and ICT so that pupils are able to transfer their skills easily from one subject to another. This results in very good development of the key skills of literacy, numeracy and ICT, which are very high. Because of this, pupils are able to undertake research independently and work at their own level, ensuring that they all succeed very well.
26. The provision for pupils with special educational needs and English as an additional language is very good. This is the result of the accuracy and thoroughness of individual education plans and the way resources are used to meet the special needs identified. The use of learning support assistants is very good and the range and quality of books and other materials is good. Provision for pupils with Statements of Special Educational Need is very good in class. The building presents some difficulties for pupils with limited mobility but governors are in the process of addressing these issues.
27. Enrichment of the curriculum is excellent and is a major strength. An excellent programme of extra-curricular activities and clubs takes place and these are very well attended. These include sports clubs and matches against other schools, ICT and book clubs, and a very wide range of musical opportunities. Peripatetic music tuition is highly influential in promoting musical skills, leading to the formation of a large school orchestra that is of very high quality. Pupils in the orchestra and choir regularly take part in community performances as well as in school productions. All of these activities help pupils to appreciate the wider community and promote very high quality personal development. Enrichment is enhanced by the excellent opportunities for pupils to undertake several residential experiences as they reach the upper part of the school. They talk enthusiastically about these activities, which help to extend their knowledge and understanding of the world around them and give them tasters of some challenging tasks, such as abseiling and climbing. Provision for personal, social, health education and citizenship is very good and is enhanced by these very good additional experiences. A very good range of external support is provided to ensure that pupils have opportunities to learn about sex education and drugs awareness. Opportunities to learn about democracy and citizenship are fostered through the school council in which pupils have the chance to influence their school lives. French is taught to the juniors and this has a very positive effect on developing pupils' multi-cultural awareness of Europe.
28. The accommodation is satisfactory overall. It is very well presented with some excellent displays of pupils' work in all areas of the school. There are strengths in the space and provision in the hall and drama studio, as well as in the good new ICT suite and office accommodation. Outdoor space and its use are also very good. However, the space in some classrooms is too small to allow practical activities to take place in comfort. The lack of a discrete outdoor area for children in the Foundation Stage is a weakness in provision that impacts on their learning in many areas of their curriculum. Very good improvement has been made since the previous inspection. Provision for art and design has improved. Very good planning for all subjects is now apparent but there is still room for improvement in curriculum planning for the Foundation Stage.

## CARE, GUIDANCE AND SUPPORT

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

### Main strengths and weaknesses

- Pupils have very good and trusting relationships with at least one adult in the school.
- All pupils think very highly of the school and they are very involved in its life and work.
- Arrangements to help children of all ages settle into the school are very good.

### Commentary

29. The school provides a very caring and happy atmosphere in which pupils say they feel safe. Pupils know there is an adult they could go to if they are worried at school. They have very positive views about school life. A group of pupils in Years 5 and 6 stated, 'Teachers are nice, funny and friendly. They listen to you and help you'. Pastoral guidance is very effective. The headteacher plays a significant role in leading this aspect; he is well liked by the pupils. The very good relationship between adults and pupils gives them the confidence to ask for help if they need it. There are very good procedures to monitor pupils' personal development as they move through the school, although it is only in some classes that personal development targets are agreed and set. The aim to develop pupils as 'all round individuals' where everyone succeeds at something is very well met. Academic guidance is good. Pupils state confidently that they can ask their teachers for help during lessons. In the main pupils know what they need to do to improve their work, especially in literacy and numeracy. Sometimes, however, their individual targets are too broad and pupils are unclear how they will move their learning forward.
30. Pupils with special educational needs receive very good care, guidance and support. Their needs are monitored meticulously and recording and assessment are very good and up to date.
31. There are very well planned and organised arrangements for supporting children who are starting school for the first time. Parents indicate that they appreciate this. Parents are fully involved in the process and this helps children to feel at home and adjust to the routines of school life quickly. This early relationship with families is rapidly built upon and strengthened as pupils move through the school. Pupils who join the school part way through the school year are equally well supported. In discussion several pupils confirm this.
32. Older pupils talk knowledgeably about the school council 'Parkfield Parle'. They know how they can make suggestions and feel their views are valued and listened to. The school regularly seeks pupils' views by other means, for instance through planned group discussions and Hall time. There are many opportunities for pupils to take on responsibility and contribute to the smooth running and decision making process of the school. This makes a significant contribution to pupils' personal development.

33. Arrangements to cater for pupils' medical needs or those who become unwell whilst at school are very good. Issues linked to child protection and any 'looked after' pupils are very sensitively dealt with and there is good liaison with any external agencies that may be involved in the care of these pupils. These arrangements permeate all aspects of school life. They are very clearly understood and implemented by all concerned who work or help in school. Systems to ensure pupils' health and safety are satisfactory. At lunchtimes relationships between the midday ladies and pupils are relaxed, friendly and supportive and supervision levels are adequate in the dining hall. However, when outside, pupils are not in the full view of an adult at all times and this is a concern that the school is presently addressing. Good attention is given to health and safety during lessons, for instance during physical education. However, no whole-school risk assessment has been carried out. Concerns regarding the safety of pupils were brought to the attention of the headteacher and governing body and these are in the process of being acted upon.
34. Improvement since the last inspection has been good. The school's aims are explicit, are visible in all aspects of school life and the care and support of pupils with special educational needs have improved and are now very good.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school has a very good partnership with parents. Links and liaison with the community, other schools and colleges are good.

### **Main strengths and weaknesses**

- The school successfully involves parents in school life and their children's education.
- Links with the wider community make a good contribution to pupils' personal and cultural experiences.
- Although much useful information is provided for parents, written reports about pupils' progress could be better.

### **Commentary**

35. Discussions with parents both before and during the inspection indicate they hold the school in high regard. They find the school welcoming and are content that their children flourish in a happy atmosphere. Parents play a significant part in supporting the school, not just through the very active parent teacher association but also by helping with other school activities and clubs. The contribution that they make both to the school and their children's education is very much valued. The very good dialogue with almost all parents means that nearly all parents fully support homework activities and this has a positive impact on the achievement of their children. The school also regularly organises activities that benefit parents, for instance through the computer club. This involves these parents more fully in their children's education because on occasions the Year 6 pupils teach them.
36. Pupils speak enthusiastically about the educational visits they have taken part in and express very clear enjoyment about their experiences during residential visits. The school uses the wider community very well to support learning and pupils take part in a good range of activities. In addition, there are an excellent range of visitors to the school including theatre companies and also members of the local community such as vets and the community police officer. These opportunities make a good contribution to enriching pupils' curriculum experiences and have a positive impact on pupils' achievement. There are close links with the church and school concerts are regularly held there. The local vicar is a regular visitor to the school and is well known to the pupils. He is actively involved in school life because he leads part of the school's personal, health and social education programme for the older pupils when they discuss issues linked to bullying. Pupils regularly take part in sports competitions with other schools. There are well-established links with the consortium of local schools and these benefit the development of the curriculum, for example a recent focus by the group on history. Pupils' transfer to their next stage of education at the end of Year 6 is made easier because of the good liaison with the local secondary schools.
37. Parents of pupils with special educational needs are very well involved and supported in their children's work. They are involved in monitoring progress and pupils receive excellent homework which supports their learning.
38. In the response to the questionnaires dissatisfaction was expressed by a minority of parents who felt that their views were not sought and that they received insufficient

information about the progress their children make. In both these areas, the inspection findings indicate that there is some justification for the views expressed. Although the school has for many years sought parents' views, this has been done informally. Only very recently has a wider consultation been carried out via a school questionnaire and the outcomes and the school's response have yet to be published. Overall, good quality information is provided. Information about the school, what will be taught and events and activities is widely available both in written form and via the school's very good web site. The school endeavours to cater for the needs of those parents who do not speak English and often uses members of the local community as translators. The school prospectus now meets statutory requirements, but the governors' annual report does not and this was an issue raised during the previous inspection. Pupils' end of year reports provide parents with a clear picture of what their children are able to do, but not always what they cannot do. They do not always give sufficient detail in all subjects of progress made, strengths and areas for development, whilst targets for improvement are sometimes too broad.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **excellent**. The headteacher's **excellent** leadership is the cornerstone of the work of the school. The leadership of the deputy headteacher, senior management team and co-ordinators is **very good**. Management is excellent in achieving and maintaining standards. Governance is **very good**. Governors strongly share the vision and sense of purpose present throughout the school.

### Main strengths and weaknesses

- The headteacher provides excellent leadership and management, and leads strongly by example.
- The deputy headteacher, senior managers and co-ordinators are very good practitioners and role models.
- The contribution of the governing body to the leadership and management of the school is very good.
- The leadership and management of provision for pupils with special educational needs and English as an additional language are excellent and these have a very strong effect on the very good provision these pupils receive.
- All staff make effective contributions and work very well as a team.
- Financial management is very good and the school gives very good value for money.

### Commentary

39. The main reason for the high standards reached in Parkfield Primary School and its very strong learning ethos is the excellent leadership and management of the headteacher. His leadership style is quiet and self-effacing, but his influence through the school is all-pervasive. His commitment and dedication to the school and its pupils over his 17 years as head is legendary and he is rarely away from the school even in the holidays. His passionate vision to ensure that all pupils achieve as well as possible, receive a broad and enriched education and reach consistently high standards is mirrored throughout the school staff. His status as an excellent role model to the whole school community is confirmed by his high popularity with the pupils and the considerable respect for him held by the parents and governors of the school and by the local community. In addition, the headteacher is an excellent

manager. He possesses the skill of picking the right people for the right jobs. There are many examples of this in the school, not least being his considerable influence in the appointment of uniformly high quality teachers. His shrewd identification of key skills has led to considerable success through, for example, the appointment of highly skilled individuals to lead improvement in ICT and to monitor very effectively teaching and learning in classrooms, especially of newly qualified teachers and students. Management is excellent because of the very robust systems that are in place to enable staff generally to teach well. Any hint of any aspects of school self-evaluation being satisfactory is immediately tackled. For example, the headteacher is very aware that more work need to be done to develop the Foundation Stage and Year 1 and already plans are in place to rectify this.

40. The headteacher leads a very strong senior management team, all of whom share his sense of purpose and aspirations for the school. In addition to their very good management skills, they are all excellent teachers, which was demonstrated during the inspection by the very high percentage of very good and excellent lessons observed. These leaders inspire and motivate other staff and pupils alike, creating an atmosphere for learning excellence rarely seen in schools. Subject co-ordinators across the whole curriculum are also involved in promoting high standards, innovation and successful communication with a large number of staff. All show considerable leadership skills, although the demands of the main areas of the curriculum mean that not all co-ordinators have yet received opportunities to monitor directly teaching and learning in their subjects. However, as in nearly all aspects of the school's life, plans are already in hand to extend monitoring and, in particular, to provide training in this based on the existing good practice in the school. The excellent quality of the school's self-evaluation enables it to identify consistently the most important priority areas for improvement. In spite of inevitable staff turnover for promotion, the robust systems in place by the headteacher ensure that pupils are very well supported at all times in their learning. Although having such high existing standards and achievement, the school is never standing still. It is constantly striving to enrich even more the education of its pupils. Planning is regularly monitored, excellent analysis of test results are undertaken and the headteacher and senior management team religiously trawl assessment data to ensure that pupils are not underachieving. Performance management is excellent and is the driving force in moving standards. It is very closely aligned to staff's continued professional development which is helping raise standards. These are very important factors in maintaining the high standards of teaching in the school, particularly as the school has a considerable history of changes in staff because of promotion.
41. The leadership and management by the special educational needs co-ordinator are excellent. The special educational needs co-ordinator has a clear vision and very high standards which she shares with teachers, learning support assistants and pupils and this sets them an inspiring example. The recording and assessment of pupils' progress are very good and systems are up to date and effective. The special educational needs co-ordinator is increasing her role of managing learning support assistants at present and has identified this as an area for development. Inclusion is very good but the school's high standards decree it should be better and there are no illusions as to the difficulty of promoting and maintaining the effective involvement of all pupils with special educational needs and English as an additional language in the school. Statutory requirements are met with regard to the school's disability plan and the

leadership and management of the school are fully aware that a high profile needs to be maintained so that conditions in the school continue to improve.

42. The drive for high achievement and excellent commitment to equality and the needs of all individual pupils are strongly shared by a very good governing body. The governors are very well organised and led very effectively by a very knowledgeable Chair. Governors accept curriculum responsibilities (one has designed the school website) and work closely in supportive roles with members of staff. They have a very good knowledge of the strengths of the school and areas which could be improved and on a number of occasions have challenged the senior managers of the school, for example on spending on resources and when the very high standards attained in national tests have had a 'blip year'. Like the staff and pupils, governors have great pride in the school, but are never prepared to stand still.
43. All non-teaching staff in the school also make high quality contributions to the life of the school through their varying responsibilities. They are a strong team who are valued and respected and share the vision and pride in the school. Consistency and stability in school management, built up and strengthened over many years, ensure continuity in spite of staff mobility. The school is also much sought after by teacher training institutions, as it has a considerable reputation for successful training of student teachers. Some trainees have returned to the school as appointed teachers, partly because they know that their induction to teaching within the school will be of a high quality.



## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	916 185	Balance from previous year	9 235
Total expenditure	914 332	Balance carried forward to the next	1 853
Expenditure per pupil	2 241		

44. Financial planning is very good. The budget is tightly controlled and money is spent to the best benefit of pupils' learning. Parents are very supportive and have made substantial contributions in recent years. The school always considers 'best value' in terms of both financial management and comparison with other schools. The school provides high quality education with a lower than average budget and its value for money is very good.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision in the Foundation Stage is good. There are two reception classes in the school catering for just over 20 children each. Overall pupils' achievements are good because of good teaching and learning. There are no children with English as an additional language in the reception class. Children with special educational needs make very good gains in learning because they are well supported by support staff and, due to good assessment procedures, their learning difficulties are quickly recognised and help is immediately provided.
46. The accommodation is satisfactory. The two classrooms and the indoor workspace are adequate for their purpose, but are not always presented as well as they could be. The outdoor area is not developed well enough to promote independence, choice and autonomy in learning. The lack of a discrete outdoor area for this age group is a weakness that impacts on learning in many areas. Resources are barely adequate. They are well worn and sometimes grubby and, consequently, children become bored and restless when the same ones are used.
47. Leadership and management of the Foundation Stage are good overall with very good aspects in relation to monitoring and caring for children. Improvement since the last inspection has been satisfactory overall. High standards have been maintained, with the exception of writing, speaking and listening and creative play where standards are not as high as judged previously. This is partly due to new staff still familiarising themselves with teaching a new age group and, due to the school's excellent systems for self-evaluation, plans are already in place to rectify this.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

### Main strengths and weaknesses

- Children behave well and enjoy coming to school, and relationships are very positive.
- Too few opportunities are created to promote independence in learning or to enable choices to be made.

### Commentary

48. Teaching is good, children learn well and their achievements are good. Children improve their personal skills well from below expected levels on entry and are in line to achieve the expected standards by the end of reception. Relationships in both reception classes are very positive. Children are very well cared for and they benefit from the good staff ratio. Consequently they feel valued and they usually behave well,

enjoying their school life. Independence skills are not always fostered well enough. There are too few examples of children making choices about their learning or having autonomy. This is partly linked to the lack of outdoor learning environment enabling free movement from indoors to outside. This inhibits higher standards.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well in reading and enjoy books.
- Too little attention is paid to the development of emergent writing and spelling skills.
- Phonic approaches are inconsistent with those in Year 1.

### **Commentary**

49. Pupils come into the reception class with a good understanding of language construction and they understand grammar used by adults in class. However, a significant number of pupils have a limited vocabulary, find it difficult to listen to others, do not wait their turn and frequently interrupt. Teaching is satisfactory, as is children's learning. Achievement is satisfactory overall. Children are keen and eager to read and share books. They treat books well and value them. They join in with enthusiasm in shared texts and are proud of their own little reading books. Writing skills are just below average. Not enough attention is paid to improving phonic skills and developing emergent writing and correct letter formation. Phonic approaches are different in reception and Year 1 and this is a weakness that impacts on standards as pupils in Year 1 often repeat initial sounds that they have learnt in reception. On entry to reception, children have below average skills in writing and spelling particularly. They make satisfactory progress over time in reception and, consequently, standards remain just below the expected standards in this area by the end of the year. In speaking and listening and reading children attain the expected standards.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and sometimes very good in mathematics lessons, leading to good and often very good achievement.
- Good opportunities are provided for children to verbalise their thinking.
- Resources for learning do not always extend children's abilities or their will to work.
- There is too much emphasis on tracing and copying numbers.

### **Commentary**

50. Teaching is good in mathematics, with some very good teaching seen in both classes. This leads to good progress and children achieve well. Children learn well due to the high emphasis put on number rhymes and high insistence on mathematical vocabulary but learning could be very good if resources were improved.

Consequently, they are on track to exceed the expected standards by the end of reception. Good opportunities are provided for children to verbalise their thinking and children learn well. Resources in mathematics do not always extend children's thinking because they are well worn and not particularly exciting. This limits children's choices because they are not naturally attracted to them.

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

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

### **Main strengths and weaknesses**

- Children achieve well, particularly in science and also in ICT because of good teaching.
- Resources for learning are well worn and do not always excite children's interest.

### **Commentary**

51. Teaching is good and, as a result, children learn well and make good gains in acquiring knowledge, skills and understanding about the world around them. Teachers' questioning is a particular strength, promoting good thinking skills. Children are consequently on track to exceed the expected standards by the end of reception. Children are confident users of ICT and enjoy scientific investigations. Resources are adequate, but are not always of the highest quality in order to keep children focused.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well during indoor physical education sessions.
- The lack of an outdoor space that is appropriately resourced impacts on the quality of learning and on physical skills.

### **Commentary**

52. Teaching in physical activities is good, particularly in physical education sessions in the hall. This results in good learning skills and children achieving well because good emphasis is placed on teaching pupils how to use space appropriately. Furthermore, good opportunities are provided for children to develop their language, especially that of direction and orientation. By the end of the reception class children will exceed the expected standards. However, the lack of a discrete, secure outdoor play environment in which children can play and explore, make decisions and develop their skills of climbing and turn taking is a weakness which has been identified by the school as needing improvement.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children enjoy creative activities and work hard.
- Not enough attention is paid to engaging children in discussion about their work and extending their creative skills of imaginative play.

### **Commentary**

53. Teaching in creative activities is satisfactory, leading to satisfactory achievement. Children's learning is satisfactory overall. Children enjoy all creative experiences, including dressing up, musical activities, imaginative play and art and design. However, they are often left to play in groups without an adult to extend their ideas, ask questions or move them forward in developing their skills of imaginative play. This limits their creativity and further improvements in standards. Consequently, they make satisfactory progress over time so that they will achieve the expected standards by the end of reception.

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

### **ENGLISH and modern foreign languages**

#### **ENGLISH**

Provision in English is **very good**.

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

- Standards are above average by Year 2 and well above average by Year 6.
- Pupils' attitudes are very good.
- Teaching of writing and spelling in Year 1 needs improving, as does uniformity of practice in teaching guided reading throughout the school.
- Teaching is very good with examples of excellent teaching in the juniors.
- The curriculum is very well planned and teachers consistently evaluate their practice.
- Leadership and management are very good and excellent monitoring of teaching and learning is undertaken.

#### **Commentary**

54. In national tests in 2004, standards at the end of Year 2 were well above average in reading and above average in writing when compared with all schools nationally and with similar schools. At the end of Year 6, standards were very high when compared with all schools nationally and with similar schools and were in the top five per cent nationally. Inspection findings confirm the very high standards in Year 6 and that all groups of pupils achieve very well. Observed standards in Year 2 were above average in all aspects of language. Standards in writing in Year 1 are not so good, being only satisfactory overall. This is because assessment data is not used well enough to plan

for the specific needs of pupils and, as a result, their progress is only satisfactory rather than good. The school is already aware of this weakness and has taken appropriate action. In general in Years 1 and 2, most pupils achieve well, but pupils with special educational needs or English as an additional language do very well because of the very good support they receive.

55. In Year 1 and throughout the school, pupils are given many very good opportunities to develop their conversational skills and their ability to explain in all subject areas, science and history for example. As a result, they achieve very well and make very good progress. Throughout the school, pupils' speaking and listening skills are used very well as a basis for developing and clarifying their thinking. Pupils discuss what they have understood before they write and read their writing aloud. Pupils' standards in reading are above average in Year 2 and well above average by Year 6. They are able to carry out research independently and confidently because of their ability to read. The school's excellent provision of homework and very high level of support from parents both help to raise standards. Pupils' standards in writing are above average by the end of Year 2 and well above average by the end of Year 6. By Year 2, pupils are able to record sequences of ideas efficiently and write a good amount of work fluently. Spelling is sometimes confused and too linked to attempts to spell phonetically rather than by learning spelling rules early. The best progress is made in Year 2 and in the juniors. By Year 3, there is good improvement in spelling and pupils continue to expect to record their ideas in writing and to a high standard. Punctuation and handwriting are good throughout. By Years 5 and 6, pupils write fluently and clearly for a range of different purposes.
56. Pupils' attitudes to English are very good. They enter the school expecting to work hard and the high quality of teaching encourages them to learn confidently and independently. Pupils work well together and share ideas eagerly and this is fostered by well established teaching traditions in the school of sharing ideas and listening to others. Pupils' behaviour is very good and this promotes a pleasant atmosphere conducive to learning.
57. Teaching and learning are good in the infants and very good with excellent examples in the juniors. Overall, teaching and learning are very good. While the use of assessment data to support learning is satisfactory in Year 1, it is very good throughout the rest of the school. Planning from Year 2 to Year 6 is very good with excellent features. Planning for pupils with special educational needs and English as an additional language is very good throughout the school. This attention to detail and high level of consistency throughout the school mean that expectations of pupils are clear, teachers have well defined aims and very high expectations and the different elements within the subject are all given enough and appropriate emphasis. Teaching is delivered at a very good pace and is notable for its thoroughness and intensity. Teachers, while firm with the pupils and having high expectations of behaviour, are extremely pleasant, courteous and professional with pupils and set a very good example to them. The use of ICT to support teaching is a particular strength and pupils in the juniors are very well advanced in making PowerPoint presentations. Teachers are enthusiastic and delighted when pupils make good progress. Links with other subjects are very well made. For example, in Year 6, pupils use their skills in report writing to analyse and record work in science. In Year 2, in history, pupils learn to label pictures and to use subject specific language. In excellent

lessons seen in the juniors, the teachers consistently challenged their pupils by keeping them very focused on learning. They implemented the component parts of the National Literacy Strategy very well such as guided reading, sentence level work and ensured at all times that grammatical structures found in text were used as models for writing in class.

58. The curriculum is very broad and well planned. Pupils have access to a wide range of texts, including multi-cultural texts, which have a very positive effect on their spiritual, moral, social and cultural development. Teachers regularly evaluate their teaching and planning and this has a very positive effect on pupils' learning because they receive bespoke learning opportunities. Resources are good and effectively used and pupils with special educational needs and English as an additional language have very good provision made for them. Guided reading is generally taught very well but there are inconsistencies in its application throughout the school, with some teachers not focusing enough on developing pupils' skills of comprehension.
59. Leadership and management are very good. The subject co-ordinator has a clear grasp of areas for improvement and is a very good role model. Monitoring of the subject is very good because it is purposeful, accurate and appropriate action is taken as a result of the monitoring in order to set targets for staff's performance management and to identify training needs. As a result, the school's standards in English have risen steadily. Improvement since the last inspection has been very good as standards are well above the national average by the end of Year 6 and very good progress has been made in raising standards in writing. Assessments are very good and are generally used very well to enable all groups of pupils to have tasks set matched to their needs.

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

60. Literacy in other curriculum areas is developed very well. Subject specific vocabulary and writing styles are identified and well taught and so pupils write with confidence in an appropriate genre in different subject areas. A very good feature of teaching is the way that teachers present key vocabulary so that pupils understand subject specific terminology.

### **MODERN FOREIGN LANGUAGES**

Provision in modern foreign languages is **good**.

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

- Standards and pupil achievement in French are above average at the end of Year 6.
- French lessons and the French club make a good contribution to the enrichment of the curriculum.

#### **Commentary**

61. Pupils from Years 3 to 6 receive one lesson a week in French and are attaining higher than average standards by the time they leave the school. The achievement of nearly

all pupils is good. This is enhanced for about 50 pupils who also attend a French club at lunch times.

62. Teaching is very good with excellent features. Lessons move at a fast pace and pupils eagerly keep up with the teacher, responding to her every command. Teaching is very good because the teacher has excellent subject knowledge, plans her work very well and ensures that the content of her lessons interests pupils greatly. The names of pop stars, footballers and celebrities figure highly in enabling pupils to learn correct grammatical features and this has a very positive impact on their attitudes and learning.
63. Pupils quickly learn everyday expressions and names of objects, for example items found in a classroom in Year 4 and days of the week and months of the year in Year 5. Their learning increases as they gain confidence and is helped by the very good modelling of correct pronunciation by the teacher. A visiting teacher, herself French, teaches all classes well and gives all pupils as many opportunities as possible to share their knowledge through talking, reading, writing and playing games. The learning, although based upon a build up of vocabulary, also concentrates on correct pronunciation and so many pupils are developing a good French accent. Pupils show considerable enthusiasm and enjoyment for their lessons and older ones greatly look forward to the annual school trip to Normandy, which makes a very valid contribution to cultural development. Leadership and management are very good as teaching and learning are very well organised and good assessments are kept of pupils' progress. Resources are good, such as good quality workbooks, and are used well to support learning. As a result of high standards, pupils are very well prepared for secondary school.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards and achievement throughout the school are well above average nationally and are even higher than reported at the last inspection.
- Teaching and learning are very good throughout the school and excellent in both Year 6 classes.
- Planning of a very high quality is a major benefit to the learning of pupils.
- Leadership and management of mathematics are very good.
- Numeracy is used very effectively across the curriculum, especially through ICT.

### **Commentary**

64. Other than a slight dip in 2001, standards in recent years in mathematics have been uniformly high. At the last inspection they were described as being above average at the end of both Years 2 and 6. Current standards are well above average and the trend of improvement is higher throughout the school than that seen nationally. The achievement of all pupils is very good and is much better than the average grade allocated on averaging point scores as defined by national test results. There is a conspicuous culture within the school for the pupils to do their best at all times and the success of this is clearly seen in the achievement of all groups of pupils in



mathematics. As an example, most pupils now in Year 6 attained average standards four years ago and are now reaching standards which are well above average, demonstrating the high value added to learning by the school.

65. All elements of the nationally prescribed mathematics curriculum have very good coverage throughout the school, so pupils experience many well rounded learning experiences. ICT is used particularly well to help increase the mathematical knowledge and skills of pupils.
66. Teaching and learning are very good throughout the school. In all lessons seen the teaching was good or better. In both Year 6 classes, excellent lessons were observed being taught by teachers of high quality, but with very different styles. The learning of pupils benefits considerably from the very good subject knowledge of teachers, high expectations of the pupils and consistent challenge in all classes. Particularly helpful to both teaching and learning is the outstanding planning seen in all classes. Teachers have very clearly defined goals for learning which are always shared with pupils, they plan for the needs of groups and individuals and work closely with their very competent support staff. They identify assessment opportunities and success criteria for all lessons. This thorough and detailed model, refined under the excellent leadership and management of the headteacher over recent years, is of tremendous benefit to learning because of its clear focus on achievement and progress. As a result, pupils' attitudes and behaviour in mathematics are very good. They are keen and enthusiastic in mental maths sessions, eagerly volunteer to use the whiteboards in front of the class, concentrate very hard when listening and work well in groups or independently. Considerable encouragement from teachers gives them the urgency to complete their work accurately and within limited time scales. Most pupils present their work neatly and accurately and teachers' marking is helpful in supporting and guiding their progress. Occasionally, though, simple misspellings of mathematical language are uncorrected. Personal targets are now being set for pupils, but this is not yet fully established in all classes. Pupils are generally enthusiastic and conscientious when receiving regular mathematics homework. Teachers also use their resources very effectively, especially overhead projectors linked to laptop computers and interactive whiteboards. These teaching methods are stimulating and exciting for pupils and constantly promote gains in learning.
67. The leadership and management of mathematics are very good. At the time of the inspection, the co-ordinator was on extended leave, so the headteacher was holding a 'watching brief'. The co-ordinator has led the development of a solid platform for consistent progress and achievement and the maintenance of high standards. This is greatly helped by the very good assessment procedures and analysis of pupils' learning, which are incorporated into teachers' planning. Improvement since the last inspection has been very good. The quality of teaching and learning has improved, ICT is now used very well to support learning and pupils' progress is very good.

### **Mathematics across the curriculum**

68. The basic skills of numeracy are very well developed in several subjects such as science, design and technology and especially ICT. Few lessons pass without children being challenged in some aspect of maths in most classes. This provides very good

opportunities for pupils to consolidate and develop their mathematical knowledge in most subjects.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Pupils are making very good gains in developing their skills of thinking and independent learning and standards are well above those expected nationally of seven and eleven year olds.
- Throughout the school, pupils are able to record their findings in a variety of ways and the use of 'webs' as recording devices is having a positive effect on learning.
- Pupils' skills of experimental and investigative science are well above the national average.
- ICT is used exceptionally well to support learning.
- Very good opportunities are provided for pupils to use their skills of literacy, numeracy and ICT.
- The monitoring of teaching and learning by the science co-ordinator is excellent and is a contributory factor to the very good teaching.

### Commentary

69. The 2004 national test results show that, in comparison with all schools, standards in science were well above average by the end of Year 6 and, in comparison with similar schools, standards were average. By the end of Year 2, standards were average in relation to the percentage of pupils attaining average levels (Level 2) but were well above average in relation to the percentage of pupils attaining the higher levels (Level 3). Inspection findings present a slightly different picture and show that, by the end of Years 2 and 6, standards are well above average. Pupils make very good gains in experimental and investigative science and are very knowledgeable about all aspects of the science curriculum. Pupils' achievements in science are very good in relation to their prior attainment and are much better than the average grade allocated in the National Curriculum combined point scores. This is because the teaching of science is very good overall. In Year 6, excellent teaching was seen especially when ICT was used to support learning. Pupils sat with bated breath, hanging onto their teacher's every word as he skilfully reinforced key concepts relating to the measurement of forces. Pupils were given excellent opportunities to problem solve and the excellent use of quick fire questions enabled them to stay very focused and make very good gains in understanding how to measure forces. Pupils were very poised and focused as the teacher started showing them the markings on a Newton meter. The pupils were listening intently as the teacher praised them for their hard work in identifying forces in everyday life. He then gave a quick overview of the lesson. The pace and rigour of the lesson and the pupils' responses to the questions were very quick. The faster they replied the quicker the tempo was raised, both teacher and pupils trying to outdo one another until they almost ran out of steam! At every moment they were challenged due to the class teacher's natural ability to inspire and motivate his pupils into wanting to learn more. When the lesson came to an end, the pupils were disappointed to have to go out to play. The teaching of science in Year 6 is particularly strong. The science co-ordinator is an excellent role model for staff and

her planning is very good. Teachers have very good subject knowledge and offer very good explanations to their pupils, consistently checking their understanding and placing a good deal of emphasis on ensuring that they understand key words and scientific concepts. In a very good lesson in Year 2, the class teacher expertly modelled for pupils how they were to record their experiments. She ensured that pupils achieved very well in relation to their prior attainment by ensuring that just the right amount of challenge was available for all pupils to succeed in their learning. Very good opportunities are provided for pupils to use their skills of literacy, numeracy and ICT and these ensure that pupils learn very quickly. Very good opportunities are provided by teachers for pupils to develop their thinking and independent learning skills. Pupils are given problems to solve, for example identifying materials suitable for building sturdy houses. Very good opportunities are provided for them to record their findings in a variety of ways; for example, throughout the school pupils use different categories of mind maps (recording methods to organise learning) and this contributes very well to developing their skills of presenting information in a variety of ways.

70. Pupils with special educational needs, English as an additional language and those who are higher attainers make very good gains in learning and achieve very well throughout the school. In the juniors, the introduction of a thinking club, led by the science co-ordinator, is very well attended as pupils try to find solutions to solving real life problems in connection with gravity, earth, space and forces.
71. Pupils have very good attitudes to learning. They are very well behaved and love learning about all aspects of science. Behaviour is very well managed because pupils are interested in learning and want to do well. Assessments are very good and very good use is made of assessment which supports pupils' learning as teachers keep to very accurate records of what pupils know and understand and use this information to plan the next steps of learning.
72. The leadership and management are very good. The co-ordinator undertakes excellent monitoring of teaching and learning and offers very valuable advice to the staff. Her monitoring is rigorous, highly focused on identifying learning of different groups of pupils and her advice to teachers is always constructive and informative and supports performance management and staff's performance development well.
73. Thorough analysis of data contributes very well to pupils' learning. Improvement since the last inspection has been good. Teaching and learning have improved and teaching is now very good as opposed to being good as identified in the previous report and assessment procedures are now very good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards at the end of Year 2 are above national expectations, and well above by the end of Year 6. This is a considerable improvement since the last inspection.
- Learning, teaching and the achievement of all pupils are very good. Independent learning by pupils is a strength.

- Good quality resources are being used very effectively by pupils and teachers.
- The leadership, management and innovatory skills of the subject co-ordinator are very good.
- ICT is used very well in many areas of the curriculum.

## Commentary

74. One of the school's many strengths is its provision for ICT. The quality of this has been improved very well since the previous inspection when standards were reported as being close to national expectations. Standards at the end of Year 2 are now above those expected nationally and by the end of Year 6 the standards attained by many pupils are well above national expectations. The achievement of all groups of pupils throughout the school is very good. This is because in all classes they have regular, high quality learning experiences and work with the considerably improved resources with great confidence. Indeed, many pupils in the last year have been involved in the direct training in computer skills of some of their parents, who may be less secure in their knowledge. Pupils build upon their previous learning very well indeed and standards are rising at a rapid rate due to the very high emphasis placed upon ICT by the headteacher. The appointment of the deputy headteacher, who has excellent subject knowledge and leads the subject expertly, has been a contributory factor to the very high standards that these pupils attain. Pupils' achievements are very good because ICT is used very well to support learning in the vast majority of subjects. Furthermore, the excellent use of homework based upon using ICT to support learning is contributory to the high standards attained at the end of Year 6. The computer suite is used for a great part of the school day, including lunchtimes when older pupils work, usually independently, on various curricular projects. Several interactive whiteboards have been installed in classrooms and are being used very effectively. Teachers also have laptops which are used in conjunction with overhead projectors in several classrooms to enhance learning. Pupils have very good attitudes to learning and are such competent learners that they train parents to use computers effectively.
75. The three main reasons for improved standards evident in the school are the exceptional enthusiasm for learning of nearly all pupils, the very good teaching skills of most teachers and the strong and purposeful leadership of ICT by the co-ordinator, the deputy headteacher. ICT lessons are very well planned, teachers have good subject knowledge, teaching assistants are very supportive of pupils and lessons are well paced and clearly focused. Staff insist on high standards of behaviour and pupils respond fully to this expectation. As a result, learning is at a high level in most lessons, a key feature being the large number of pupils who make progress independently without constant requests for help from adults. Pupils were observed in Year 2, for example, designing geometric shapes and pictures in the style of Mondrian, a good link to art and design, and yet they constantly overcame difficulties by working together to solve their problems. Year 6 pupils show considerable confidence in preparing their own PowerPoint presentations and booklets, ready for a forthcoming visit to the school of World War II veterans. Learning is also considerably fired up by teachers' use of interactive whiteboards and their involvement of pupils in these activities. Pupils, especially those with special educational needs and learning difficulties, were observed making much quicker progress than usual, through the effect on their learning of visual and auditory pyrotechnics and active participation

through use of the whiteboards. All teaching observed in the inspection was good or very good, with some excellent features.

76. The ICT co-ordinator has great expertise and confidence in the subject and his leadership and management are both very good. He has a very good appreciation of the strengths and areas for improvement in the subject, and in teaching and learning, through his thorough and detailed monitoring. He is also leading, with admirable flair, innovation in ICT, particularly in its use across the curriculum. Assessments are generally good but the school is working on introducing a more detailed and focused assessment procedure for tracking the progress of pupils, which should further enhance provision in the subject.

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

77. ICT is used very well across the curriculum and very good opportunities are provided for pupils to consolidate their knowledge, skills and understanding such as in English, mathematics, science, history, art and design and design and technology. Homework is also used impressively to help learning progress and most pupils welcome learning and revising using the medium of ICT.

### **HUMANITIES**

**Geography** was not a focus for the inspection and insufficient evidence was seen to make a judgement about provision.

### **HISTORY**

Provision in history is **good**.

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

- Standards are above those expected nationally by the end of Year 2 and well above those expected by the end of Year 6.
- Pupils' attitudes are very good.
- Teaching is good, with strengths in planning and in the use of ICT in Year 6.
- The curriculum is good and very well enriched with visits and visitors and very good links are made with art and design and literacy.
- Leadership and management are good.

#### **Commentary**

78. By the end of Year 2, pupils exceed the expectations of seven year olds and achieve well in relation to their prior attainment. Older pupils continue to do well and, by the end of Year 6, standards are well above those expected nationally. Pupils learn a wide range of historical information steadily and thoroughly as they go through the school.
79. By the end of Year 6, pupils have made good progress and covered a wide range of information; for example, they learn about skills archaeologists need to undertake their work when learning about Ancient Egypt and to value the use of museums as places to protect and exhibit artefacts of local history. They are fascinated to learn

about differences in costume worn by rich and poor in Tudor England and in the hardships endured by the poor. Skills of chronology are developed well and their understanding and use of historical vocabulary is good for their age. Their capacity to study independently and use computers to research work, for example on World War II, is good by the time they are in Years 5 and 6. Pupils, including those with special educational needs, achieve well and make good progress. Particularly good gains are made in ICT when pupils undertake research and prepare PowerPoint presentations.

80. Teaching is good and its main strength is in the thoroughness and depth of planning, with a good range of subject knowledge linked closely to the very good curriculum. Homework is excellent. It is regularly given, closely linked with work covered in class and makes a very valid contribution to pupils' learning. Pupils learn well because of aspects of very good teaching. They make particularly good progress in knowing how to use primary and secondary sources and synthesise their findings using ICT. The very good links made with literacy, art and design and ICT are particularly well developed and help pupils to be confident learners who are able to use basic skills to acquire and record historical information effectively and independently. This applies to all pupils, including those with English as an additional language and special educational needs. Pupils are very interested and inspired by their history lessons and this is due to a very well planned curriculum and good teaching. Their behaviour is very good and they share information spontaneously and work effectively together. Teachers have very good subject knowledge and pay particular attention to developing pupils' skills of chronology, using and interpreting a full range of historical primary and secondary sources and understanding life in Tudor times. In a very good lesson in Year 4/5, the teacher encouraged pupils to look closely at ornate patterns on fabric in Tudor times and then represent them in their sewing. The boys in particular undertook their tasks meticulously and made very good progress.
81. The curriculum is very well planned and provides a very good basis for teaching and monitoring teaching. Pupils find their educational visits especially inspiring. During the inspection, a group of Year 4 pupils had been to a local museum and returned amazed by the Roman coins they had seen and how many people had lived and died since those coins were first minted. The opportunities for spiritual and cultural development made by the history curriculum are very good and provide a very high quality element to provision. Homework is very good and involves parents well with their children's work. It is marked and shared carefully at school and enhances pupils' learning, interest and understanding.
82. Leadership and management are good. The co-ordinator is knowledgeable and has collected a good range of artefacts which impact very positively on pupils' learning. Assessments are good and provide an accurate record of pupils' progress.
83. The school has improved elements of this high quality provision since the last inspection due to very good planning, good leadership and management and good teaching. Standards have risen from being average to being above those expected nationally by the end of Year 2 and well above by the end of Year 6.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Overall achievement is good with very good examples in Years 3 to 6 due to good teaching with very good features across the school.
- There are very good links with personal, social and health education which contribute very well to pupils' personal development.
- Leadership is good and has a positive impact on provision.
- Occasionally, lessons lack sufficient religious education focus and do not extend knowledge as well as they could.
- Resources are good and impact well on learning, but book resources are limited.

### **Commentary**

84. Achievement in religious education is good. Consequently pupils exceed the expected levels in the locally agreed syllabus by Year 2 and in Year 6. This is because of good teaching across the school, with some very good teaching in some classes in Years 3 to 6. Provision has improved since the last inspection and is now good and standards have risen due to the excellent leadership and management of the headteacher who has valiantly driven rigorous curriculum planning, improved teaching and learning in an attempt to raise standards.
85. The good new syllabus enables teachers to use a good, practical approach to learning which keeps pupils focused and interested. In one good Year 3 lesson, for example, pupils showed high levels of concentration and empathy as they learned about the street children of Peru as they studied the Ten Commandments. The practical discussions and group work helped them to share their own thoughts about children who were less fortunate than themselves. This has made a very positive contribution to pupils' skills of personal development.
86. Links with personal development are very good and promote very clear awareness of social, moral, spiritual and cultural issues, leading to greater understanding of world religions. Pupils show that they understand the importance of respecting other people's cultures and faiths and, by the end of their time at the school, they have developed very good awareness of the multi-cultural, multi-faith community. Their very good personal skills were evident in a Year 6 discussion about the impact of Martin Luther King's ideas on the world of today. They showed very good levels of knowledge and understanding about the importance of equality. The quality of teaching is good overall with very good examples seen in the juniors. Teaching and learning are good overall with examples of very good learning seen in the juniors. Teachers have very good subject knowledge, plan very well, use support staff well and ensure that pupils have full access to learning about the many different religions in our society. This has a positive effect on their personal development. Pupils, throughout the school, learn about the importance of religion to the lives of people. For example, they know that religion has been the guiding force in some people's lives and has helped them get over difficult times such as bereavement.
87. The good scheme of work has been effectively implemented and good leadership is evident in the high quality planning and the regular monitoring of pupils' work. Just occasionally, lessons do not focus sufficiently on subject knowledge because of the

emphasis on literacy and personal development. At these times, religious education content is limited and pupils' learning is reduced. Resources for learning are good. They are well organised and used very well, but there are too few books in the school library on world religions, impacting on pupils' ability to undertake research. The leadership and management are good. The co-ordinator knows the strengths and weaknesses of pupils' achievements and leads the subject well. Assessments are good overall and provide an accurate record of pupils' achievements.

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

88. As no lessons took place in **design and technology** during the inspection, no judgement can be made on provision for the subject. However, some imaginative and well made models of air raid shelters (from World War II) were displayed in the two Year 6 classes. Pupils discussed at length their criteria for design for prototypes, how they had made their completed models and how they had evaluated and modified them. This evidence indicates that they are attaining higher than average standards in design and technology and their achievements are good. Pictorial evidence shows that pupils throughout the school are following an effective scheme of work in the subject and are given good opportunities, for example, to design and make simple slider and lever mechanisms in Year 1, sandwich snacks and packaging in Year 3 and moving vehicles and winding mechanisms in Year 2. This evidence also indicates that the leadership and management of the co-ordinator are at least good, although she has little time for direct monitoring of teaching and learning in the school. Improvement since the last inspection has been good, standards have risen and are now above average in Year 6.
89. Insufficient teaching was seen throughout the school to make an overall judgement about provision in **music** but, from listening to the choir and orchestra, talking to pupils and analysing teachers' planning, music is a strength of the school and the pupils who participate in the choir and orchestra are excellent ambassadors for their school. Standards are above national expectations and pupils' achievements are good by the end of Years 2 and 6. In the few lessons seen, teaching was good with teachers demonstrating very good subject knowledge, especially in using key vocabulary and giving opportunities for pupils to compose their own music. Pupils love music, they have very good attitudes to learning, they use instruments very carefully, have very good skills of co-operation and listen very well to their friends' suggestions. Behaviour is consistently very good in the juniors, pupils understand how the use of instruments affects texture and how music affects mood. Singing in assembly and observation of the orchestra indicate that pupils are provided with a very good range of interesting musical experiences. Pupils can keep a steady rhythm and their singing is clear, tuneful and demonstrates very good knowledge of skills underpinning performance. Pupils take part in festivals and public performances and this has a very positive effect on their self-esteem and personal development. Staff are dedicated to their craft and the part-time teacher has produced some excellent results in developing pupils' confidence in performing in public. Improvement since the last inspection has been good, high standards have been maintained and the implementation of a new scheme of work has enabled teachers successfully to address the weakness identified in relation to aspects of composition in the previous inspection report.



90. As only one lesson was observed during the inspection, no judgement is made about provision in **physical education**. There was sufficient evidence, through photographs and displays and discussion with pupils and the co-ordinator, to indicate that the curriculum is enriched by the excellent range of extra-curricular clubs and activities in sport. Pupils take part in soccer, tag rugby, athletics, netball and swimming and older pupils enjoy sporting opportunities on a residential visit. There are excellent links with many local amateur and professional sporting organisations and pupils are frequently coached by outside experts. Pupils also take part in inter-school matches and competitions. Nearly all pupils can swim 25 metres by the time they leave the school, so standards in swimming are above average. The school has very good outdoor facilities for physical education and the large hall is also a very good resource for learning. The newly appointed co-ordinator is heavily involved in the school's out-of-school sporting activities on several nights a week and has made a promising start to his leadership and management responsibilities.

## **ART AND DESIGN**

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

### **Main strengths and weaknesses**

- Standards are well above national expectations and pupils' achievements are very good.
- Teaching in art and design is very good overall with some excellent teaching seen in Years 3 to 6.
- The range of learning activities is very good and provides high quality enrichment for the curriculum at the school.
- Art and design contributes very well to pupils' personal development.
- Leadership and management are very good and are contributory factors to the high standards that these pupils attain.

### **Commentary**

91. Standards in art and design are well above expected levels by Year 2. This represents very good improvement since the last inspection. Pupils' achievement is very good. They benefit from some very skilled teaching that helps them to improve their skills in all aspects of art and design as they move through the school. Teaching and learning are very good because pupils are given very good opportunities to develop their skills of colour mixing, shading, blending and observed drawing. Carefully focused projects enable pupils to practise and refine their ideas over an extended period. Consequently they explore and collect visual information, try things out and adapt their ideas to reflect their own viewpoints. This is very well exemplified in the whole-school assessment portfolios in which pupils across the school have undertaken both a portrait drawing and the drawing of a shoe. Progress is evident from the youngest to the oldest pupils and shows that they achieve very well in drawing and pay good attention to detail. Teachers' very good skills, high quality use of resources and the use of exemplars from the work of real artists all help to raise standards and engage pupils in a wide range of artistic styles. Pupils achieve very well in developing their knowledge of famous artists and the skills they used to develop texture, shading and colour in their work. During the inspection, for example, pupils were observed drawing portraits in the styles of Picasso and Degas in Year 6, creating pictures on the

computer in the style of Mondrian in Year 2 and emulating the work of William Morris in a whole-class collage in Year 3. Pupils showed very good awareness of style and cultural influences on the artists' work.

92. The range of learning activities in art and design is very good and enriches the curriculum in many areas of learning. Whole-school art projects, such as the excellent mural in the drama workshop, ensure that art and design has a high profile in the school. Photographic evidence of a recent art exhibition shows work of a very high standard. All pupils produced a piece of work for the exhibition, which was visited by many people in the community. Many paintings were sold for charity. Pupils have very good attitudes to learning; they behave very well and use their imagination freely because they know that their teachers will support them to produce high quality work.
93. Art and design contributes very well to pupils' personal development, helping to raise self-esteem and confidence because pupils' work is valued. It also enables them to develop good understanding of artists' work from around the world and from other cultures.
94. Leadership and management are very good and have a very positive impact on provision and standards because curriculum planning is very well developed, ensuring that all pupils have very good opportunities to use a wide range of media such as textiles, paints and clay. Improvement since the last inspection has been very good due to improved curriculum planning and the very good provision of staff's continuous professional development.

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

95. This subject was sampled. The school provides its pupils with a very well rounded education and personal, social and health education and citizenship underpin all aspects of school life. The citizenship co-ordinator, even though she only works part time, has provided very good support to staff to ensure that all aspects of personal, social and health education and citizenship are very well catered for. Leadership and management are very good. Personal, social and health education and citizenship underpin much of the work done in other areas of the curriculum and teachers integrate the subjects successfully into their planning. Sex and relationships education and the teaching of health issues are very meaningful and relevant to pupils' emerging maturity. Parkfields Parle, the school council, represents all pupils in its decision making role and has been instrumental in making changes and improvement such as giving their suggestions to improving the wonderful facility of the secret garden which encourages quiet reflection and is used as a very good outdoor classroom. Displays around the school support learning very well, for example the highly interactive displays pertaining to Peru. The very effective planning of citizenship promotes pupils' awareness of living in a community, exercising their rights as an individual and looking after the wider environment.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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