

INSPECTION REPORT

RYVERS PRIMARY SCHOOL

Slough

LEA area: Slough

Unique reference number: 109934

Headteacher: Mr A Dean

Lead inspector: Mrs L Woods

Dates of inspection: 31st January – 3rd February 2005

Inspection number: 267612

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Foundation
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 429

School address: Trelawney Avenue
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Slough
Berkshire

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Telephone number: 01753 544 474
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Appropriate authority: The governing body
Name of chair of governors: Mr R Smith

Date of previous inspection: 21 June 1999

CHARACTERISTICS OF THE SCHOOL

Ryvers Primary School is a larger than average school in the east of Slough. There are currently 441 boys and girls between the ages of three and 11, with around 50 children attending school part-time in the nursery, although the number on roll changes almost daily. Pupils come from a rich range of different family backgrounds, with over 60 per cent of the school coming from minority ethnic backgrounds, which is high compared with the national picture. However, only a small number, just over three per cent, are at early stages of learning English. Around 12 per cent of pupils are known to be eligible for free school meals, which is broadly average. Pupils' attainment on entry to school varies considerably, but overall is well below average. The percentage of pupils with special educational needs also alters on an almost daily basis as pupils move in and out of the school, and there is a high turnover factor. Currently, over 20 per cent of pupils are on the school's register of special educational needs, which is above average, and ten pupils have statements of special educational need. These include the seven pupils currently registered with the autistic resource base (ARB).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	Science Information and communication technology Music Modern foreign languages
9614	Mrs C Webb	Lay inspector	
25925	Mrs E Pacey	Team inspector	English Art and design Design and technology
22657	Mr M Madeley	Team inspector	Mathematics Geography History Physical education English as an additional language
18498	Mrs D Morris	Team inspector	The Foundation Stage Religious education Special educational needs Personal, social and health education including citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ryvers is a **good** school. Children start in the nursery with well below average levels of attainment. Pupils throughout the school make good progress and achieve well during their time there. By the time pupils leave at the age of 11, standards in English, mathematics and science are at least average, and in many years have been above average, with a trend above the national trend. This is the result of overall good teaching and learning within a good quality of education, and is a credit to staff coping with a high turnover of pupils. The headteacher provides good, principled leadership, with the full support of governors, staff, pupils and parents. The past high turnover of staff means that leadership and management are satisfactory overall, with current post-holders working hard to establish good management systems. Governors provide satisfactory support for the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Relationships and behaviour management throughout the school are very good, so that pupils behave well and have good attitudes to their work.
- The school's very high commitment to inclusion and equality of opportunity is achieved very well, and pupils' personal development is good as a result.
- Good leadership by the headteacher, with able support from the deputy headteacher, gives the school a firm and clear direction, but leadership and management roles for many recently appointed co-ordinators need strengthening.
- Assessment systems are under-developed, and management of assessment is too diverse, so that information on individual pupils' attainment and achievement is not readily available.
- Children get a flying start to education in the Foundation Stage.
- Good and very good teaching and learning across year groups and subjects, with very good support from teaching assistants, enable pupils to achieve well and make good progress.
- Curriculum planning does not fully support the progressive development of pupils' knowledge, skills and understanding across all subjects.
- Accommodation for the autistic resource base (ARB) is unsatisfactory.

The school has maintained its effectiveness since the last inspection and continues to provide good value for money. It has made good progress in improving provision for the youngest children, and this is now a strength of the school. Provision for science at Key Stage 1 has improved satisfactorily, but there is still room for improvement in assessment overall.

STANDARDS ACHIEVED

Achievement is **good** overall. Children in the Foundation Stage achieve well. From well below average standards when they start school, they make good progress to be just below expectations for their age in communication, language and literacy, mathematical development and knowledge and understanding of the world by the

end of the reception year, and in line with expectations in the other areas of learning. Pupils in Years 1 and 2 achieve satisfactorily overall and make steady progress overall, but make good progress in English, so that standards in reading and writing are average by the end of Year 2. Standards in science are also average, but are below average in mathematics. Most pupils at early stages of learning English as an additional language are in either the Foundation Stage or Years 1 and 2. They receive good support and achieve well in gaining competence in English, so that they can take a full part in lessons.

The table below shows that pupils' attainment in the national tests for 11 year olds has varied over the years, but was well above average in 2004 in all tested areas. Standards vary as a result of the differing levels of ability in each year group taking the tests, and are also significantly affected by the high number of pupils joining or leaving the school in any one year. Many pupils who join the school bring a substantial degree of special educational needs with them. However, overall good teaching and learning in Years 3 to 6 mean that pupils of all abilities achieve well, and attain standards in line with their capabilities. Pupils from the ARB are well supported, and most are very well included in mainstream classes, and they achieve well in relation to their abilities. Current Year 6 pupils are reaching average standards in English and mathematics, and above average standards in science. Across the school, standards in information and communication technology meet expectations, and pupils achieve well. In religious education, standards meet expectations in the locally agreed syllabus, and again achievement is good.

Year 6 results

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	B
Mathematics	C	A	A	A
Science	B	B	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

The school makes **good** provision for pupils' personal, spiritual, moral, social and cultural development. Pupils have good attitudes to their work and behave well. They are punctual in the morning because they enjoy school, and attendance overall is satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are **good** overall, with a significant proportion of very good teaching, particularly in the nursery and for the older pupils. A satisfactory curriculum, good levels of staffing and good accommodation support teaching and learning well, and teaching assistants provide invaluable support for individual and groups of pupils, especially those with special educational needs and those learning English as an additional language. However, the accommodation for the ARB is too small and not fit for its purpose. Relationships,

inclusion and equality of opportunity for all pupils are very good. The school cares well for its pupils and has good links with parents, but acknowledges assessment systems need to be refined.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides good leadership and has worked hard to establish a stable staffing position. The leadership of key staff is satisfactory. Co-ordinators, the majority of whom are new to their posts this academic year, are enthusiastic and keen to develop their roles. Governors provide satisfactory support for the school and ensure that the school fulfils its statutory duties. Management is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive and appreciative of all the school does for their children. Pupils enjoy coming to school, and are very proud of it and all the opportunities it offers them.

IMPROVEMENTS NEEDED

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

- Develop assessment systems fully, which are manageable and used effectively.
- Ensure that co-ordinators are fully effective in their leadership and management roles.
- Ensure curriculum planning in topics develops pupils' knowledge, skills and understanding progressively.
- Improve the accommodation for the ARB.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is **good**, but better in the Foundation Stage and Years 3 to 6 than in Years 1 and 2. Standards by the end of the reception year are **below expectations**, but are **average** by the end of Year 2 and Year 6.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage, receiving a flying start to their education.
- Standards in mathematics are below average in Year 2.
- Achievement is good in Years 3 to 6, and pupils make good progress.

Commentary

1. Children's attainment on entry to the school varies each year, but for the current group of children starting in the nursery, it is well below expectations for their age. Throughout the two important first years in the Foundation Stage, children achieve well because of good and very good teaching and learning. By the end of reception, standards have risen to below expectations in communication, language and literacy, mathematical development and knowledge and understanding of the world, and are broadly meeting expectations in the other three areas of learning. This good start prepares children well for the National Curriculum.

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

Standards in:	School results	National results
Reading	15.5 (15.5)	15.8 (15.7)
Writing	14.9 (16.6)	14.6 (14.6)
Mathematics	15.9 (17.2)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2004 national tests for seven year olds, standards in writing were average, but in reading and mathematics they were below average, both compared with the national picture and with similar schools. The 2004 test results were lower than usual as there was a significant number of pupils with special educational needs in the cohort. Teacher assessment of standards in speaking and listening and in science was average. Current pupils in Year 2 are achieving satisfactorily overall, and well in English, in relation to their attainment when they started in Year 1. They are reaching average standards in English and science, although their attainment in mathematics is below average at present. Standards in information and communication technology

(ICT) and religious education meet expectations, and pupils' achievement is good in these two subjects.

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

Standards in:	School results	National results
English	28.6 (28.8)	26.9 (26.8)
Mathematics	29.9 (29.0)	27.0 (26.8)
Science	31.1 (29.4)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2004 tests for 11 year olds, standards were well above average in English, mathematics and science compared both with the national picture and with similar schools, being very high in mathematics compared with similar schools. This is because in these tests a much higher proportion of pupils reached both Level 4 and the higher Level 5 than found nationally in all three subjects, thus producing very favourable point scores. When compared with results in the 2000 tests for seven year olds, pupils in this year group made very good progress in mathematics and science, and good progress in English. Current Year 6 pupils are achieving well in all three subjects and making good progress as a result of good teaching, but their standards are not at present as high as those found last year. Whilst science standards are above average, standards in English and mathematics are average. This is because of the normal differences found between groups of pupils, but also the result of a high turnover within the pupil population, with a significant percentage of pupils joining the school who have special educational needs. The school sets realistic targets for attainment in these tests each year, but constantly needs to revise these as pupils leave or join the school. Achievement in ICT and religious education is good, and standards meet expectations in these two subjects.
4. Pupils in the early stages of learning English as an additional language achieve well. From knowing virtually no language at all they quickly grasp basic vocabulary from both staff and friends, and go on to become competent and confident English speakers, achieving standards in line with their abilities. Pupils with special educational needs achieve well in lessons. They make good progress towards achieving their individual targets. This is because of the good support that they receive from teaching assistants in particular, who work hard to ensure that pupils are fully included.
5. Pupils in the autistic resource base (ARB) achieve well, both during lessons in the base and within integrated provision within the mainstream classes. These pupils benefit from clear, specific targets so that they can achieve at their own level. Just very occasionally, work in mainstream classes is not linked closely enough to their abilities, and this impacts adversely on learning in these lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. The personal development of pupils, including their spiritual, moral, social and cultural development is also **good**. Their attendance is **satisfactory**, and punctuality is **good**.

Main strengths and weaknesses

- Attitudes are good across the school and those of the oldest pupils in particular are very good.
- Pupils behave well in almost all aspects of school life.
- Relationships are very good across the school.
- The rich cultural diversity within the school contributes very well to pupils' personal development.
- Just occasionally, some pupils find it difficult to share resources and work together.
- The school provides effective incentives to encourage pupils' good attendance.

Commentary

6. The good attitudes, values and personal development noted at the last inspection have been maintained. Pupils have positive attitudes to school life. They enjoy coming to school and most greet each day with enthusiasm. This starts in the nursery, with children achieving well in relation to their personal, social and emotional development in the Foundation Stage, and goes on to permeate the whole school. Pupils behave well in and around the school and are polite and helpful to each other and to adults. Older pupils have very positive attitudes and show a mature approach in all that they do. They regularly help around the school, taking mature responsibility for a range of small jobs. No bullying or oppressive behaviour was seen during the inspection, and pupils are confident that any incidents are dealt with well. There have not been any exclusions in the past year.
7. Pupils with special educational needs behave well. They respond well to teaching assistants and have positive attitudes. Pupils from the ARB behave well in and around the school and, in relation to their difficulties, have positive attitudes to learning. Pupils in the early stages of learning English as an additional language behave extremely well in small group situations. They are attentive and very keen to learn.
8. Relationships across the school are very good. Staff know pupils well and make sure there is always someone for each pupil to talk to or confide in. Pupils work well together, particularly as they get older. They show very caring attitudes towards others. This is exemplified in the way Year 5 pupils, for example, read with Year 1 pupils. They help them with their reading skills and encourage them to gain confidence and enjoyment from books.
9. Pupils' personal development is good. Their spiritual, moral, social and cultural awareness is supported very well by the rich cultural diversity of the school community. Pupils often bring special items and artefacts to school to share with others. In a religious education lesson, for example, a Muslim pupil brought some of the special things from her religion to show the others and to help them

to understand more about her way of life. Pupils received these with interest, asking sensible questions and showing good levels of respect.

10. Just occasionally, younger pupils find it difficult to work together and share their tasks. This is because too few activities are planned to encourage collaborative working styles in some classes. Consequently, pupils in these classes prefer to work independently, and this impacts negatively on their language skills and on their personal development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.9	School data:	0.5
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.

11. The school has effective procedures to promote attendance, and this is now in line with the national average, having met the local authority's targets two years early. Individual certificates are awarded, and pupils eagerly await the monthly announcement of the winner of the class attendance cup. Monitoring, however, does not include a telephone call home on the first day of absence when no reason has been given.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good**, and the curriculum is **satisfactory**. Care for pupils is **good**, as are links with parents.

Teaching and learning

Teaching and learning are **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching is very good in the nursery.
- Good and very good teaching across year groups and subjects leads to good and very good learning and achievement.
- Teaching for pupils in the ARB, those with special educational needs and those learning English as an additional language is good, and supports the diverse range of needs in the school well.
- The very good role model from the advanced skills teacher (AST) in Year 2 provides effective support for her colleagues.
- Teaching assistants provide highly effective support for teachers and pupils alike.
- A very small percentage of unsatisfactory teaching stems from lack of challenge and motivation for pupils.
- Although the quality of marking is inconsistent, some is exemplary.
- The co-ordination of assessment procedures is too widespread.
- Assessments are not reviewed often enough to amend targets for pupils' learning.
- Moderation of pupils' work is too infrequent.

Commentary

12. The overall good level of teaching and learning reported at the last inspection has been maintained. This is all credit to the current staff, many of whom are new to the school this academic year, and is instrumental in pupils' good achievement and interest in their work.

Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (21%)	31 (47%)	19 (29%)	2 (3%)	0 (0%)	0 (0%)

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

13. The quality of teaching and learning in the Foundation Stage is good overall, and very good in the nursery. Talented practitioners, both teachers and assistants, have a clear understanding of how young children learn, and work as a highly effective team to provide a warm, stimulating environment in which children thrive and achieve well.
14. Good and very good teaching were seen across the year groups and subjects, but overall teaching and learning are better in Years 3 to 6 than in Years 1 and 2. However, the two newly qualified teachers in these latter year groups are working hard, and have successfully established very good relationships with their classes. As a result, they are effective in encouraging pupils to work hard, behave well, and enjoy their learning. They have a very good role model in and support from the AST who leads the team. Teachers in parallel classes throughout the school work very closely together to ensure that pupils in different classes of the same age receive similar lessons. Work is planned thoroughly and care is taken to ensure that it matches the interests of pupils. The proportion of very good teaching in the oldest classes is significantly instrumental in the good achievement and progress pupils make by the time they leave the school. As a result of very good motivation and high expectations, older pupils work hard, confidently and independently. The very small proportion of unsatisfactory teaching was the result of lack of pace, challenge and motivation, so that pupils made less progress than they should have done.
15. Teaching and learning for pupils with special educational needs are good. Teachers make good use of teaching assistants to work closely with these pupils in lessons. This helps pupils to follow the lesson and be fully included. Just occasionally, tasks are not matched appropriately, and this reduces the quality of learning in these lessons. Short withdrawal sessions enable pupils to improve their skills and benefit from their own successes. In one such session, Year 3 pupils showed high levels of enthusiasm as they played a range of phonic games with the special educational needs co-ordinator. They achieved well due to the 'fun' they had playing the games.
16. Teaching and learning in the ARB are good. The teacher for pupils with autism knows the pupils well, and consequently relationships are strong. Effective strategies are used daily to enable these pupils to stay focused. Autistic pupils are well supported by teaching assistants. Just occasionally, in some integrated lessons, however, not enough attention is paid to providing tasks to ensure pupils from the resource base are fully and functionally included.

17. Teaching and learning for pupils in the early stages of learning English as an additional language are good. The designated teacher prepares stimulating one-to-one sessions, which incorporate a wide range of resources. Pupils learn quickly, because work is carefully matched to their level of language. Pupils with little English are carefully tested on arrival, often using the bilingual talents of the staff or involving translators from the Local Education Authority. This information is used well to set up programmes and support for these pupils, but measures of progress are not so secure.
18. Assessment procedures are good in the Foundation Stage, and satisfactory overall. An appropriate range of data is gathered annually about pupils' attainment in English, mathematics and science, although assessment procedures in other subjects are under-developed. Five staff, including the headteacher, are all involved in gathering and collating assessment information in slightly differing ways, and this makes the procedures difficult to monitor and ensure consistent practice. As a result, reviewing and tracking pupils' progress, and setting and adjusting targets for them to achieve over both the short and long term are not established. Teachers know their pupils well and make useful assessments of their day-to-day work using a good, simple system. There are some very good examples of marking where teachers give very good advice to pupils as to how they can improve their work. In one class with excellent marking, pupils are encouraged to respond to their teacher's comments to show that they have been read and understood by writing a reply. However, the quality of marking is variable with some being too brief and unhelpful to pupils. Changes in staffing mean that not all teachers share the same understanding about the skills, knowledge and understanding to be expected as pupils progress through the school. This has an impact on pupils' standards and the levels they can achieve. The school has identified assessment as an area that needs development, and has already started a programme of improvement. The thorough analysis of results using ICT, for example, has been hampered by poor quality software, and a new system will be in place by the end of the term.

The curriculum

The curriculum provided by the school is **satisfactory** with **satisfactory** opportunities for enrichment. Accommodation and resources are **good**.

Main strengths and weaknesses

- Planning for Foundation subjects is not securely based on the development of pupils' skills, knowledge and understanding.
- There is very good inclusion and equality of access to the curriculum.
- The quantity and quality of the teaching assistants are good.
- The accommodation for the main school is good, but the accommodation of the ARB is unsatisfactory.

Commentary

19. The school has broadly maintained provision since the last inspection, and addressed the issue of the Foundation Stage curriculum well. The curriculum for the Foundation Stage is now good and provides a good preparation for later stages of learning. Satisfactory curriculum provision overall meets requirements and includes good personal, social and health education, including sex and relationships education and education about drugs misuse. The way in which the school community includes all pupils, especially those with special educational needs, in as many activities as possible is very good and a strength of the school. All boys and girls, including those with special educational needs and those learning English as an additional language, have very good equality of opportunity during the school day.
20. Good provision for pupils with special educational needs has been maintained since the last inspection. Short withdrawal sessions enable pupils to improve their English skills, although sometimes pupils are withdrawn from lessons other than literacy, and this impacts negatively on learning in these subjects. A good range of activities is planned for pupils in the ARB, and provision for these pupils is good overall. They benefit from some additional experiences, such as horse-riding, which they thoroughly enjoy and which contribute well to their personal development.
21. The school is working enthusiastically to develop a cross-curricular approach to learning, thus making this relevant and interesting for pupils. However, in the desire to match topics to statutory requirements in different subjects, there has been too little emphasis on developing pupils' skills, knowledge and understanding as they progress through the school. This has consequently impacted on standards and achievement in subjects, such as art and design, history and geography. Cross-curricular links are developing satisfactorily, for example, newspaper items that combine work in literacy and history with ICT, but more work is needed to ensure that skills, such as that of historical enquiry for example, are fully developed. A satisfactory range of extracurricular activities includes Indian dancing, football, line and modern dancing, choir and recorders.
22. Following a period of high staff turnover, beyond the school's control, there are now a good number of teaching staff to meet the needs of the curriculum. They are well supported by a number of high quality teaching assistants, who are instrumental in enabling groups of pupils, such as those with special educational needs, to make good progress. The accommodation is good overall. It is clean and well maintained. Classrooms are of a good size and there are good spaces for group activities. The school is fortunate in having a good sized computer suite and three halls, one of which is used as a dining hall and another having a large stage. The school grounds are spacious and include a pond for science and a multi-sensory path designed by the pupils. However, the room available for the autistic pupils is far too small and inadequate for its purpose. It is too small for the number of pupils based there and does not allow for any quiet working area for pupils to calm down. Resources for the curriculum are satisfactory, but some teachers are unsure about what is available for their use and where it is stored. There is a good

supply of guided reading books, and the two libraries are spacious, but many of the fiction and non-fiction books are rather dated and worn.

Care, guidance and support

The school's provision for pupils' health, safety and welfare is **good**. Pupils receive **satisfactory** guidance, support and advice. Systems to consult pupils are **good**.

Main strengths and weaknesses

- Relationships between staff and pupils are very good.
- Inclusion of pupils from the ARB is very good.
- Health, safety and welfare of the whole school community are priorities for staff and governors.

Commentary

23. The good procedures, reported at the time of the last inspection, continue. Regular risk assessments and security reviews are carried out. Practice of first-aid, administered by trained staff, is good. Child protection procedures will meet current legislation fully once the booked training has been completed. Links with the Local Education Authority support services are good and help the school to provide well for pupils with special educational needs.
24. The school is a very inclusive community. As a result of the very good relationships evident throughout the school, all pupils have an adult to whom they can turn, knowing that their worries or concerns will be dealt with sensitively. Pupils help each other willingly, for example, the paired Year 5 and Year 1 pupils reading at lunchtime, which all enjoy; confidence and self-esteem 'blossom' in both groups. Pupils value the effective playground buddy system, and the 'Pyramid Club' also is very successful in boosting pupils' self-esteem. Children in the reception classes enjoy a confident start to their school life as a result of the very good liaison that now exists between Foundation Stage staff. Pupils arriving at other times are warmly welcomed, well integrated and supported by their peers, as are those who speak English as an additional language. Most pupils attending the ARB spend the majority of their time in the mainstream classes and are warmly welcomed, included very well and supported fully by teachers and their peers.
25. Pupils feel the school listens to them and that their views matter. They are consulted through an annual questionnaire, and pupils in Years 3 to 6 tell their representatives what they would like discussed in the regular school council meetings. Councillors feel very responsible for what happens in school and try to make changes where they perceive these are needed.

Partnership with parents, other schools and the community

Links with parents are **good**. Those with the local community and other schools are **satisfactory**.

Main strengths and weaknesses

- Parents' attendance at consultation meetings is very good, and parents are kept well informed about their children's work and progress.
- Links with the community and the secondary schools are improving.

Commentary

26. The school has maintained the good relationship with parents reported at the time of the last inspection. It makes positive efforts to help them, running workshops so that they can assist their children; the latest four on '*How can your children reach their full potential?*' were held last October. In their turn, parents support the school's aims and ambitions, demonstrating this through their high attendance at consultation meetings and school productions, although lack of interest in the annual governors' meeting resulted in its cancellation. Few parents are able to help in school, but attendance at the successful fund-raising events run by the parent-teacher association is very good. Events are organised by a small number of dedicated committee members, who also provide tea and coffee for parents after the class assemblies on Fridays, and at other events and productions.
27. Parents are regularly consulted about their views through annual questionnaires, and receive good information about school news and events through the prospectus, governors' annual reports and regular newsletters. They like the school's 'open door' policy and learn of their children's progress through their annual reports. However, targets set for children are taken from the National Curriculum level descriptors and are not very clear to the average parent, and not all reports contain helpful advice on how children could improve their work. Parents whose children attend the ARB receive clearly written reports, containing appropriate targets for them. Links with parents of pupils with special educational needs overall are good. Regular meetings take place to inform parents about their children's progress. Close links are fostered through good home/school diaries and regular meetings. Translators, often bilingual staff, are used well to help the parents of pupils with English as an additional language to understand their children's progress.
28. Useful links with community agencies at all levels are developing well and there is now a governors' committee to assist in this. Some representatives help with the Junior Citizen Day and others come into school, but few local residents are involved in the life of the school, and the headteacher would like to increase their numbers. The vicar and Children's Worker take assemblies, and children deliver the produce from the Harvest Festival to the needy in the neighbourhood and to local charities. Other community activities include children's participation in some sporting competitions and the music festival locally, and children in reception singing at an elderly residents' home.
29. Links with other schools are improving steadily. Specialist secondary teachers from different schools visit, and staff training is shared. Taster courses are open to all pupils after school during the spring and summer terms, and a number of pupils are nominated to take part in holiday classes in English,

mathematics and physical education. Transition units assist curriculum continuity satisfactorily. Some students do their work experience at the school, which is also used as a forum for secondary school productions in support of the GCSE drama course.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **satisfactory**. The leadership of the school by the headteacher is **good**, and that of key staff is **satisfactory**. Management and governance of the school are **satisfactory**.

Main strengths and weaknesses

- The headteacher provides strong and principled leadership.
- Subject co-ordinators are not yet fully effective in their roles.
- There are good systems to help new staff settle in.
- The school development plan identifies accurately most areas of weakness.

Commentary

30. The headteacher has a clear vision for the school, which is shared by governors and parents, many of whom choose the school over other local schools. The school has a very pleasant atmosphere, partly because the headteacher is well regarded by staff, parents and pupils. He has created a very inclusive school where the contributions of all pupils are valued. The deputy headteacher, as co-ordinator for inclusion, and the teacher in charge of the ARB have also been very influential in this. The headteacher values highly the able support from his deputy, and has successfully recruited quality staff to fill positions of responsibility, where their influence is beginning to be felt.
31. The high level of staff turnover, beyond the school's control, has been a significant barrier to development in the past. The school acknowledges that subject co-ordinators do not yet play a sufficiently influential role, and has measures in place in the school improvement plan, including comprehensive training this year, to improve this. New co-ordinators have inherited few systems from their predecessors but have made a good start in assuming responsibility for their roles. Provision has been reviewed and many of them have sampled teachers' planning and looked at pupils' work. Action plans are sound and geared to raising standards.
32. Leadership and management of the provision for pupils learning English as an additional language are satisfactory. The co-ordinator has a good overview of provision but little opportunity to monitor teaching. Leadership of special educational needs is good. Documentation is clear and fully meets requirements. Leadership of the ARB is good on a day-to-day basis. It is well organised and managed effectively to meet pupils' needs, with regular and detailed support from the deputy headteacher as the inclusion co-ordinator. However, the accommodation in the base is unsatisfactory and is not fit for its purpose. Additionally, the uncertainty regarding future funding for the base from

the Local Education Authority is unsettling and is having a negative impact on staff morale, because it casts doubt on the unit's continuation.

33. The governing body is fully supportive of the school and the headteacher and ensures that the school fulfils its statutory duties. Governors are starting to ask challenging questions, for instance about after-school care and test scores. They have each been allocated a subject and many are beginning to visit the school frequently to talk with co-ordinators and visit lessons. The finance committee maintains a close watch over financial matters, ensuring that there are no unjustified overspends. As yet they are not sufficiently involved in initial decisions about the budget or the improvement plan.
34. Induction procedures are good, with staff often having two days in school to meet colleagues and pupils before they commence teaching. Newly-qualified teachers are mentored by the deputy headteacher or team leader and mostly supported well by the teacher in the parallel class. The school welcomes students from local schools and colleges and has many good role models for them to learn from amongst the teachers. Continuing professional development is a high priority for the school and is well managed to meet school and personal needs.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	1 183 267	Balance from previous year	34 337
Total expenditure	1 169 061	Balance carried forward to the next	48 543
Expenditure per pupil	2 657		

35. Financial systems are secure and well managed, but the absence of a full time bursar places strains on other staff and the school is working hard to rectify this lack. The recent audit report was very complimentary of the school's financial systems. The school spends virtually all its income on its current pupils and the 'carry-forward' is small. Half of this money is allocated to the proposed after-school care facility. The school recognises that finance was not allocated specifically to projects within the improvement plan. Whilst this is unusual, it has had very little negative impact because both the headteacher and the governing body keep a tight watching brief over the allocation of funds.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children make good gains in learning and achieve well in lessons.
- Teaching and learning are consistently good, and very good in the nursery.
- Inclusion is very good, with high quality support for children with special educational needs and those learning English as an additional language.
- Leadership is good.

Commentary

36. Provision in the Foundation Stage has improved significantly since the last inspection. Overall provision is now good, and it is very good in the nursery. Good accommodation enhances children's learning, and the bright, colourful classrooms are inviting and exciting. Consequently, children enjoy coming to school, and behave well. They are keen to learn and take part in the wide range of good activities with great enthusiasm. The strengths and weaknesses above are common factors and features in all six areas of learning, which are all planned and delivered to an equally high standard.
37. On entry to the nursery, many children have significant difficulties in all areas of learning. Many are learning English as an additional language and several have special educational needs. Attainment on entry is, therefore, well below expected levels, particularly in communication, language and literacy, mathematical development and in knowledge and understanding of the world. Children achieve well as they move through the Foundation Stage, although by the time they enter Year 1, standards are below expected levels in communication, language and literacy, mathematical development and knowledge and understanding of the world. Children, however, are expected to achieve the early learning goals in all other areas. This is because of consistently good teaching overall by all teachers and across all areas of learning. Teaching and learning are very good in the nursery. Staff work as a close-knit team, and all have a secure understanding of how young children learn, interacting with them as they work and play in a highly effective way. This encourages children very well to think and talk about what they are doing, and makes a very positive contribution to the quality of learning. All children are very successfully included in all aspects of learning as a result, and children of all abilities achieve well.
38. Leadership of the Foundation Stage is good. It is well organised and managed and children's progress is effectively monitored through good assessment systems. Staff are well deployed to meet the needs of the children.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children enjoy coming to school and behave well.
- Teaching is good and promotes positive relationships.
- Sometimes there are too few opportunities for children to work co-operatively and share resources.

Commentary

39. Children behave well in the Foundation Stage and enjoy coming to school. They show high levels of enthusiasm for their tasks. This was evident in an outdoor session in which nursery children were 'going on a bear hunt'. They followed the teacher's instructions very carefully and copied movements very well as they marched around the playground. In the reception classes, good behaviour was evident in all aspects of learning. For example, children showed very high levels of enthusiasm to touch and taste the fruit from the fruit basket as part of the story of *Handa's Surprise*. They were polite and helpful as they took part and also cleared away. They benefit from good teaching in this area as teachers encourage positive behaviour through praise and very good role-modelling. Just occasionally, tasks are focused on independent learning styles and there are not always enough examples of children working and playing together, inhibiting opportunities to share and help each other.

Communication, language and literacy

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

Main strengths and weaknesses

- Very good use of resources promotes interest and inclusion.
- Good phonic strategies help children to learn about letter sounds.
- Support for children learning English as an additional language and also for those with special educational needs is good.
- Occasionally there is too little emphasis on reinforcement and repetition of language to improve communication skills.

Commentary

40. The use of a wide range of good quality books, games and toys is a key feature in helping children of all abilities to achieve well in developing their communication and language skills. Because teaching is good in reception and very good in the nursery, children learn to enjoy books and treat them with respect. They enjoy playing matching and word games because of the bright, colourful toys that are provided for them. During taught sessions, phonics is a key feature and children are encouraged to focus on initial letter sounds from

the earliest age. This helps them to understand the connection between letters and sounds, and encourages them to try things out for themselves. Children learning English as an additional language are well supported. In one session seen, for example, they worked closely with the designated support teacher to learn about prepositions. They searched for hidden toys outside, which were 'in', 'on' or 'under' various pieces of apparatus. They enjoyed the activity and achieved well. Children with special educational needs benefit from good expertise and clear targets to improve their language skills. Just occasionally, there is too little emphasis on reinforcement of language and repetition of words, sounds and rhymes to improve communication further.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in all classes.
- Good practical experiences ensure that children enjoy mathematics.

Commentary

41. Children achieve well in mathematical development in the nursery and the reception classes due to good teaching and learning. Daily counting activities in all the classes help children to count by rote and to begin recognising their numbers. In the nursery, they count with adults who are careful to repeat and reinforce counting through play. In the reception classes, good opportunities are created for children to use number language. Staff continually ask: 'how many?', 'what shape?' and 'how big?', promoting good understanding of the language of number. Many children in the reception classes can count to ten and beyond, and enjoy all forms of mathematical experiences.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- A rich range of learning experiences helps children to learn about other countries and cultures.
- Resources for learning are very good.
- Some very good teaching was seen in this area of learning.

Commentary

42. Children achieve well in their knowledge and understanding of the world and in religious education, both in the nursery and in the reception classes. Children in the nursery benefit from very good organisation as they play in a large 'cave', enjoying dressing up and learning about different clothes and customs. During the inspection, reception children were learning about Africa. They had a

wonderful time exploring African artefacts, making jewellery, tasting foods, making masks and playing drums. Very good teaching in this area of learning meant that children developed very good attitudes and took part fully in all the activities. Resources were used very well to enhance children's understanding of other cultures and lifestyles.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children enjoy their physical education lessons in the reception class, and nursery children love to play outside; they all achieve well.
- Just occasionally, children's limited personal skills impact adversely upon their learning.

Commentary

43. Children enjoy all forms of physical activity, and achieve well in this area of learning. This is because of good teaching and learning. A good outdoor play area contributes well to children's skills, and many can use pedals appropriately to ride the bikes; they also climb, jump and run with enthusiasm, helping each other on the climbing frames. Sometimes, difficulties with personal skills impact on their play. Some find it difficult to share toys, and these children often play alone rather than together, reducing their behavioural and personal development.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- The rich diversity of cultural differences within the Foundation Stage is celebrated well in creative activities.
- Children achieve well due to good teaching.
- Just occasionally, tasks are too challenging for the age group, and this impacts adversely on learning in these lessons.

Commentary

44. A very good range of different cultures is celebrated very well through creative activities. Nursery children have enjoyed making pictures linked to many Christian festivals as well as Eid and Diwali, while reception children have enjoyed playing African drums and dressing up in African clothes as they learn about life and customs in that country. All children achieve well in this area of learning due to good, and sometimes very good, teaching. For example, in one lesson in reception, children's observational skills were fostered very carefully as they observed three-dimensional objects as they prepared to draw or re-create them. Good teaching led directly to good learning. Just occasionally, children are expected to do things that are too challenging. For example, reception children found it too difficult to make sounds from African instruments and were, as a result, very disappointed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and MODERN FOREIGN LANGUAGES

Italian and French

Italian and French are taught as **modern foreign languages** to Years 4 and 5 respectively, and the school very much appreciates the expert input provided by visiting specialists from a secondary school. Only one lesson in Italian was seen, so it is not possible to judge provision overall. Teaching and learning in this session was good, as a lively class enjoyed their learning and made sound progress in developing their conversational skills. They were confident to 'have a go', because the teacher provided effective support and encouragement. Additional activities, such as a visit to an Italian theatre production, make a useful contribution both to pupils' cultural development and to developing their language skills.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have very good attitudes towards their work.
- Teaching and learning are good, leading to good achievement.
- There are insufficient opportunities for extended writing, and pupils' presentation is often untidy.
- Some marking is exemplary, but assessment procedures overall are in need of revision and development.
- The Key Stage 2 library is not used enough and many of the books are somewhat old.

Commentary

45. Achievement in English is good for pupils of all abilities and backgrounds. Overall standards in English are average for pupils currently in Years 2 and 6. This maintains the position found at the last inspection and in the 2004 national tests for seven year olds, although it is lower than the well above average standards attained in the 2004 tests for 11 year olds. This is because standards vary with each year group due to a variety of significant factors. The majority of pupils enter Year 1 at the age of five with attainment in English below, and for some it is still well below, average. Some classes have experienced a great many changes in their teachers and this has had an impact on progress. In some year groups, there are high numbers of pupils with special educational needs, which affects overall attainment. Additionally, the rate of pupil mobility is high, with pupils entering the school having a wide range of ability. Given these factors, pupils' achievement in national test results is good and pupils make good progress.
46. Teachers work hard to create an environment where relationships are good and pupils have a very good attitude towards their work. In most lessons, pupils are

asked to discuss their work and share ideas, and they co-operate and work very well together. The school uses a wide range of strategies to support pupils' learning, especially those with special educational needs and those learning English as an additional language. As a result, both of these groups of pupils make good progress and achieve well.

47. Pupils concentrate and listen to their teachers and their peers very well. Standards in speaking are average. When given the opportunity, some pupils express themselves and their ideas well. However, in many lessons, teachers are carried away by their real enthusiasm and they talk for too long. This occasionally reduces the opportunities for pupils to express their own ideas.
48. Standards in reading are average. Pupils' fluency and expression when reading develops steadily as they progress through the school. Pupils with special educational needs are well supported and make good progress. The school has a good supply of reading books, which are well used, and classrooms have their own supply of books. However, many of the books are rather worn and tired. The Key Stage 1 library was used sparingly during the inspection, mainly as an additional teaching space. The Key Stage 2 library was not observed in use at all. The school does not use the nearby public library for regular reading or research sessions. The limited use of the library restricts the development of pupils' higher order reading and research skills.
49. Standards in writing are average. Although recent test results suggest differences in attainment between boys and girls, there was no evidence of this during the inspection. Teachers put a great deal of effort into teaching writing conventions and story structure. However, pupils have insufficient time in lessons to put what they have learnt into practice by expressing ideas in sustained extended writing. In one lesson observed, they were given only six minutes to write, resulting in insufficient time to develop themes and ideas, and many pupils only had time to write two or three lines. This has an impact on standards of written work. Pupils all write in pencil, and their presentation is often untidy with careless spelling errors that are frequently not corrected. This does not encourage pupils to take a pride in their written work.
50. Teaching and learning in English are good overall, ranging from satisfactory to very good. Teachers and teaching assistants work very closely together to form enthusiastic and effective teams. This has a very positive effect on pupils' attitudes and learning. There is some exemplary marking in one class and very good marking in many others. The exemplary marking involves pupils and teacher in a dialogue to improve their work. However, in a small minority of classes, marking is somewhat cursory and not very helpful to the pupils. Day-to-day assessment is good where it is carried out in line with policy. However, longer-term assessment procedures are rather loose and tend to vary through the school. Pupils' progress year-on-year is tracked, and long-term targets are set, but these are not reviewed or revised sufficiently to take into account variations in the rates of progress during the school year. Pupils are not yet sufficiently involved in their own targets and what they need to do to improve. The subject co-ordinator has held the post for just over one term, and current leadership and management are satisfactory. She is knowledgeable and enthusiastic, but has not yet had time to carry out any monitoring. She is

committed to improving the subject and is a very good role model for other staff.

Language and literacy across the curriculum

51. Language and literacy is used well across the curriculum overall. Teachers encourage pupils very well to apply work in literacy to other subjects, such as history, geography and religious education. However, not enough time is allowed for sustained extended writing across the curriculum. Library skills are satisfactory, but pupils have insufficient access to the library in order to carry out independent research. Good use is made of information and communication technology to word-process and edit work, and to research information on the Internet.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- National test scores in Year 6 have risen steadily for five years.
- Teaching assistants support their groups of pupils well.
- Changes of teacher have disrupted the learning of some classes.
- Teachers effectively encourage pupils to explain their methods.
- Targets for pupils are not yet consistently used.
- The new co-ordinator has evaluated data and used the findings to improve lesson planning.

Commentary

52. In the national tests for Year 2 in 2004, pupils' attainment was below average when compared with all schools and with similar schools, because too many pupils only just made the average grade, Level 2. The 2004 Year 6 test results were well above average when compared with all schools and very high compared with similar schools, and also exceeded the school's targets. These pupils achieved very well when compared to their scores in the Year 2 tests in 2000. Results show a very recent downward trend in Year 2, but a marked rise over five years in Year 6.
53. Inspection findings indicate that attainment in the current Year 2 is again below average. These pupils joined Year 1 with attainment that was slightly below expectations for their age. They have made steady progress and their achievement has been satisfactory, despite disruption to staffing in Year 1 and many pupils joining or leaving the class. A scrutiny of their books indicates that whilst more able pupils use their numeracy skills well, less able and average pupils are finding the work difficult, and many struggle to understand the specialist language of mathematics.
54. In the current Year 6, attainment is average. This appears lower than last year, but is the result of natural variations between groups of pupils. Over time, their

achievement, from slightly below average national test scores in Year 2, has been good. Additionally, over four years, this group of pupils has had a high number of pupils joining or leaving the school, with a turnover of nearly 40 per cent. This, together with significant staff changes, has impacted on overall standards and achievement. Pupils' numeracy skills are average, though quick recall of number facts is not as strong amongst the least able. Some pupils also have gaps in their knowledge of other topics because staffing changes disrupted their learning, and assessment systems were not sufficiently well developed to inform new teachers of this.

55. Teaching and learning are good overall, but they are better in Years 3 to 6, where there is some very good teaching, than in Years 1 and 2, where there is a high quality role model but some inexperience. Pupils are keen to learn and listen well because teachers use praise well. Pupils with special educational needs, learning English as an additional language and from the ARB are all included very successfully in lessons by giving them suitable oral work or tasks and they are supported well by teaching assistants. Teachers encourage pupils to explain their methods, which improves their mastery of mathematical language, and many use 'talking partners' well to give pupils time to think through their answers. Assessment systems are successful in selecting pupils for additional support, measuring whole-school trends and setting realistic targets for year groups. Only recently has in-depth analysis taken place to explore curriculum strengths and weaknesses. Target-setting is used inconsistently to help pupils improve.
56. Leadership and management are satisfactory. The new co-ordinator has quickly reviewed the subject and written a good action plan. She has extensively analysed and evaluated data from the national tests, question by question, and is using the information well to inform teachers about aspects of their pupils' attainment. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

57. Pupils use their numeracy skills satisfactorily in other subjects. Pupils, for example, confidently draw and interpret graphs in science and geography. They use their measuring skills in design and technology to measure lengths and weigh ingredients. The school tries to teach the mathematics skills before they are used in another subject, such as teaching co-ordinates before pupils learn about locating places on maps.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Exciting and relevant science teaching leads to good achievement and above average standards by the end of Year 6.

- Science does not always receive its due emphasis in its integrated curriculum in Years 1 and 2.

Commentary

58. Standards in science are above average by the end of Year 6, and pupils' achievement and progress are good by the time they leave the school at the age of 11. This represents good improvement on the position found at the last inspection. The well above average standards attained in the 2004 national tests for science are likely to be matched again this year. Standards for pupils by the end of Year 2 were average in the 2004 teacher assessments, and are similarly average this year, with pupils achieving satisfactorily. The school is aware that it needs to ensure science maintains its due place as a core subject, as it moves to a more integrated, cross-curricular approach to teaching and learning. Pupils with special educational needs are supported well, and achieve well in line with their abilities. Pupils learning English as an additional language are overall supported well to understand the specific vocabulary relating to science, with those at early stages of language acquisition in the younger classes benefiting greatly from one-to-one support when this is available. All aspects of the science curriculum are covered fully, and the school places a very high emphasis on pupils developing good scientific, experimental and investigative skills.
59. Teaching and learning are good overall, and very good when the lesson is packed with exciting, relevant and practical science. In Year 5, for example, a very good session encouraged pupils very well to consider the effect of exercise on their hearts and bodies, and made very good links with mathematics, as they tested heartbeat rate several times and averaged these. This continued in a subsequent very good session on personal, social and health education, making highly effective cross-curricular links. In a very good Year 6 session, pupils investigated the weight of objects in air and water with serious concentration, and discussed their findings sensibly and intelligently, led in a lively and challenging manner by their teacher, who is also the science co-ordinator. By contrast, however, lessons were less effective when the activities were more passive, and linked more to literacy than to science.
60. Leadership and management are satisfactory, only because the co-ordinator is new to the role and has not had time to investigate fully the position of science throughout the school. She is receiving effective support from the Key Stage 1 manager in establishing provision in Years 1 and 2, and her own expertise and enthusiasm place her in a very good position to influence and improve provision positively.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good achievement across the school results from good teaching and learning in the suite.
- Teachers do not make sufficient use of the computers in their classrooms.

Commentary

61. Attainment in ICT meets expectations, both by the end of Years 2 and 6. This maintains the standards found at the last inspection, and represents good improvement since that time, since the requirements within the subject have changed. Pupils achieve well overall throughout the school, and are making good progress in developing their ICT skills and their understanding of its value in supporting their work across the curriculum. Indeed, pupils in Year 6 talk enthusiastically of the potential of computers, as they competently demonstrate their PowerPoint presentations, and they regularly use home computers to support their work in school. Pupils with special educational needs use ICT successfully to support their learning, both in class sessions and on an individual or group basis. Pupils learning English as an additional language use computers competently. They have no problems in taking a full part in lessons, and also achieve well in relation to their abilities.
62. Teaching and learning are good overall. Pupils enjoy their lessons in the suite, and teachers work hard to make lessons relevant and interesting, supporting both skills development and work in different subjects, such as history. They manage behaviour very well and insist on high levels of concentration and co-operation, with notable success, so that sessions are lively and productive. In the best lessons, such as on programming a screen turtle in Year 2 and in Year 4, and in a lesson using PowerPoint in Year 6, teachers make full use of pupils' discoveries and achievements to make effective teaching points and move all pupils' learning forward. Teaching assistants provide invaluable support in these sessions, supporting both pupils who are experiencing difficulties and the teachers in overall management. However, both teachers and the co-ordinator accept that the use of computers outside the suite is too limited. Whilst these systems are slower, and do not support all the same software as found in the suite, their potential is not maximised.
63. ICT is led and managed well by an experienced co-ordinator, who supports her colleagues competently and has clear plans for development. These include the installation of interactive whiteboards in the near future and development of a manageable assessment system, in common with the school's overall development programme. She is also aware of the need to provide additional resources to support data-logging activities, which is the least well developed area of the curriculum.

Information and communication technology across the curriculum

64. ICT is used well across the curriculum, and this would improve still further if teachers made more use of computers outside the suite. In Year 2, for example, pupils have word-processed interesting weather poems in English, importing clipart images successfully to enhance these. Their history work on the Great Fire of London is enhanced by research on the Internet, and their

mathematical understanding by using a programmable screen turtle. In Year 6, pupils have used a wide range of applications to support their learning in different subjects, such as evocative newspaper reports of World War II in history and the use of digital cameras to record assemblies in personal, social and health education. Some pupils have used ICT to make the playing cards for the games they have invented, linking geography, design and technology and ICT effectively.

HUMANITIES

65. **Geography** was not a focus for the inspection and very few lessons were observed. Both Year 2 and Year 6 pupils have just started topics and so no secure judgements about pupils' attainment or provision can be made. Year 6 pupils recall studying contrasting locations like India, China and Jamaica and know something of Europe from their French and Italian language studies. Year 2 pupils record the countries of the United Kingdom accurately on a map and try to note the physical and human features of an island.
66. Similarly, **history** was not a focus for the inspection and no lessons were observed. No judgement could be made about provision. Evidence shows that attainment in Year 2 is below expectations. Few pupils could recall in sequence the events of the Gun Powder Plot, for instance. This attainment represents satisfactory achievement, however, because many pupils join Year 1 with a very weak understanding of the past and without the vocabularies to talk or write about it. Year 6 pupils have only just started their topic on World War II, thus it is too early to make any secure judgements.
67. Geography and history planning meets requirements in terms of the knowledge pupils should learn, but does not currently give teachers sufficient help in teaching the geographical or historical skills required of pupils. Assessment systems are ineffective in giving teachers information about what their pupils can do. Leadership and management by the new history co-ordinator are satisfactory. Whilst she inherited very little information from her predecessor, she has been very proactive. In one term, she has accomplished much, including writing a sound action plan, monitoring teachers' planning and pupils' work and providing colleagues with advice, but there still remains much to do to develop fully the links with other subjects.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well in religious education and benefit from celebrating the multi-cultural diversity in the school.
- Good questioning in lessons extends pupils' thinking and understanding.
- Visits to places of worship enhance pupils' awareness of other faiths and cultures well.
- Just occasionally, the focus in lessons is more about the written task than the religion being studied.

Commentary

68. Pupils across the school achieve well in religious education and, by the time they reach Years 2 and 6, they attain standards in line with expectations in the locally agreed syllabus. This is a good improvement since the last inspection, when achievement and progress was satisfactory. The wide cultural diversity within the school is a key strength in promoting pupils' interest and enjoyment of the subject, learning to appreciate and understand each other's faiths and beliefs.
69. In Year 2, pupils enjoy listening to the stories of Jesus. They show good understanding of how the stories are a way to help people live better lives. For example, they know that the story of 'The Good Samaritan' is used to help people become better friends and neighbours and to ensure that they help people less successful than themselves. Pupils used drama well to show their own interpretation of 'The Miraculous Catch', using their faces well to show expressions of joy, fear and struggle. Pupils in Year 6 show good understanding of aspects of the Muslim faith. In one lesson, they were observed studying a piece of text from the Qur'an, which explained about the importance of prayer in the Muslim faith. Pupils showed good awareness of why Muslims pray five times daily. They discussed patterns in their own lives, comparing the pattern of their own day with that of the Muslim's day, showing empathy with people who are different. The good contribution by a Muslim child in the class, including the sharing of special artefacts, had a very positive impact on learning and enhanced pupils' understanding of other people's beliefs.
70. Teaching and learning in religious education is good. Teachers plan lessons well, in line with the locally agreed syllabus. A major strength is in questioning techniques. These are very well used to encourage pupils to think carefully and to search for information for themselves. Teachers extend pupils' knowledge by encouraging them to empathise with people from other faiths. This has a very positive impact on relationships and on pupils' moral and cultural development. All classes have the opportunity to visit different places of worship or meet visitors who talk about their own beliefs. For example, Year 3 pupils have recently visited a synagogue as part of their study of Judaism. During the

inspection, they were talking animatedly about the visit, showing that they had learned many facts about Jewish customs. A video during one lesson enhanced their learning further as they showed how they could empathise with and understand the customs shown by a Jewish family. Just occasionally, however, teachers pay more attention to the written component in a lesson than to the religious content, placing greater emphasis on literacy skills. This impacts negatively on the progress that pupils make overall.

71. Leadership and management are satisfactory. Co-ordination of religious education has very recently been taken on, but a good start has been made in continuing the previous co-ordinator's detailed action plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There was insufficient evidence during the inspection to make a secure judgement about pupils' achievement or provision in **art and design**, particularly in relation to the quality of teaching and learning. Evidence from teachers' planning and pupils' work indicates that statutory requirements are met, and standards overall meet expectations. Satisfactory use is made of the work of artists, such as Mondrian and Degas, to inspire pupils. However, pupils' work on display indicates that there is an evident need for planning to take more account of the sequential development of pupils' skills, knowledge and understanding in art.
73. There was insufficient evidence during the inspection to form a secure judgement about provision in **design and technology**, pupils' standards and achievements or the quality of teaching and learning. Limited evidence from pupils' work, teachers' planning and discussions with pupils shows that statutory requirements are met. However, planning is not sufficiently supported by a scheme of work which develops pupils' skills, knowledge and understanding as they progress through the school. Talking to pupils, it is clear that both boys and girls show an interest in and enjoy their work.
74. **Music** activities and lessons focused on singing during the inspection period, and it is not therefore possible to judge provision overall. Standards in singing meet expectations, but the quality of singing was better in lessons than in assemblies, where there is some difficulty in projecting the words of songs so that all can see them. Singing, however, is much improved as a result of the live accompaniment provided by a teaching assistant. In the few lessons seen, teaching and learning were good overall, as teachers enthusiastically encouraged pupils to consider and improve on their performance. The visiting specialist who takes lessons throughout the school makes an invaluable contribution and is much appreciated by all staff. Good resources include a well-equipped music room and a good range of instruments representing different cultures, and pupils make appropriate use of ICT to support their music-making. An expert visiting musician teaches pupils to play the steel pans very successfully, and a satisfactory range of musical clubs are on offer. However, considering the size of the school, these are not particularly well attended.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Quality coaching helps Year 6 pupils improve their gymnastic sequences.
- Staff do not have information about pupils' abilities because there is little systematic assessment.
- Over time, management has not improved pupils' attainment.

Commentary

75. Satisfactory provision in physical education has been maintained since the last inspection, although there was no judgement on standards in that report. Pupils' attainment in Year 2 meets expectations in gymnastics and games skills. Pupils develop a sequence of movements appropriately whilst using the apparatus. They also throw and catch balls and beanbags accurately. This is satisfactory achievement since starting Year 1, when many had reached or almost reached the early learning goals. Pupils' attainment in Year 6 also meets expectations in gymnastics, but is below expectations for swimming. Pupils develop complex gymnastic sequences with their partner and use the levels offered by the apparatus reasonably well. They confidently talk about the effect of exercise on their bodies. Only about 50 per cent of pupils, however, swim 25 metres, which is below expectations. Achievement over time is satisfactory, though there has been some disruption to their learning through the changes of teachers and the lack of a comprehensive assessment system.
76. Teaching and learning are good overall, but are stronger in Years 3 to 6 than in Years 1 and 2. Teachers in Year 5 and 6 observe pupils closely and use them to demonstrate coaching points well. Pupils work well independently and in groups and act sensibly at all times. In Year 2, staff are less confident to provide coaching points. Staff control pupils who are sometimes over-excited well, but time is subsequently lost through the need to re-establish correct behaviour, and also because pupils take too long to get changed. All pupils are well aware of safety requirements and handle apparatus carefully at all times. Staff use the two halls and the ample equipment well to engage all pupils. Most teachers analyse pupils' performances and offer quick feedback on its quality. Older pupils are being trained to do this too, and Year 6 and Year 5 pupils are fairly confident in coaching each other. Pupils' performances over a unit of work, however, are rarely assessed, and information is not passed to the next teacher. This makes it difficult for teachers to build lessons around what pupils already know and can do.
77. The leadership and management of the new co-ordinator are satisfactory in spite of her having limited documentation from past records to work with. In one term, she has accomplished more than in the years since the last inspection. As part of a sound action plan, vital training to raise teachers' confidence has been organised. Some monitoring has taken place. Clubs are quite well attended. The range is satisfactory and the many types of dance offered are the best feature.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Pupils achieve well in all aspects of this area of learning.

- There is a good school council, which is helping pupils to develop good awareness of responsibility and citizenship.
- There is good long-term planning, but the scheme of work is not fully in place.

Commentary

78. Pupils of all abilities achieve well in personal, social and health education lessons. They enjoy the practical nature of the activities and most have a decided opinion or idea to offer.
79. Younger pupils achieve well as they take part in a range of discussions and activities that help them understand about healthy living. They are fully aware of the need to exercise regularly and to eat a well-balanced diet with lots of fruit and vegetables. Older pupils are keen to share their ideas. Year 3 pupils responded well to questioning about their lifestyles and, despite having limited knowledge of how their own body worked, they knew the importance of keeping fit.
80. By Year 6, pupils are developing a good awareness of citizenship. They thoroughly enjoy taking responsibility and making decisions, for example, working on a current project to improve their playground facilities. During the lesson, they showed good understanding of how to gather information, work collaboratively and identify issues. Their sense of responsibility, as the oldest pupils in the school, was very good. The good school council is also very aware of its responsibilities. Council members showed mature attitudes as they talked sensibly about the good impact of their 'playground buddies' and the importance of the school 'points system' in helping everyone to work hard and behave well.
81. Teaching and learning are good. Teachers' questioning skills are a particular strength, extending and stretching pupils' thoughts, enabling them to make decisions. Good use is made of 'talking partners' in lessons. This helps to improve communication skills and to foster co-operative learning styles. Group work is another key aspect of successful lessons, providing opportunities for brainstorming, information gathering and awareness of the rules of discussion.
82. Leadership and management are good. The co-ordinator has a clear overview of provision and a good awareness of how well pupils achieve. Appropriate training has ensured that staff are aware of the requirements of the subject. The scheme of work is not yet fully in place, however, and assessment opportunities are limited. This impacts adversely on overall provision, although a good start has been made to improve these aspects.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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